

BUSINESS EDUCATION WORLD

December, 1956

Students
Visit an Office

PAGE 14



100 WAYS TO ENLIVEN SHORTHAND AND TYPING CLASSES PAGE 20

WE TEACHERS SHOULD KNOW PSYCHIATRY PAGE 11

Now...as though each student had a pair of "MAGIC GLOVES"



Golden Touch
Typing

It's here! The Golden Age of Electric Typing

New Golden Ease in
Teaching and Learning—
that's what the new
Underwood Golden Touch
Electric brings to your
typing classes!

Golden Touch Typing Features:

Finger-Form Keys.....for surest contact, smoothest typing.
Keyboard Margin-Setting.....easiest and quickest to learn.
Keyboard Tabulation.....balanced operation with either hand.
Left and Right-Hand Carriage Return.....easy reach for
 whichever hand you prefer to use.
Automatic Paper-Centering Carriage.....for really
 professional-looking work.

.....
FREE! Underwood Certificates of Progress to stimu-
 late and reward students. Address requests to Dr.
 Earl G. Nicks, Manager, Business Education Division,
 Underwood Corporation, Dept. B, One Park Avenue,
 New York 16, N. Y.

.....
FREE! Golden Touch Demonstration for your class.
 Just call your local Underwood office for an appoint-
 ment to fit your time schedule. Representative will
 come only at your convenience.

underwood...the only electric typewriter with *Golden Touch*

REPORT CARD

Subject—Modern Duplicating

MIMEOGRAPH A

Comment—New A. B. Dick table-top, electric-drive mimeograph produces ten to thousands of copies in rich black and/or colors. Full ream feed. Operating instructions permanently mounted on machine; all controls clearly identified.

AZOGRAPH® A

Comment—The easiest, fastest and lowest-cost short-run duplicating process with positive cleanliness. No smear, no smudge, no stain in preparing masters or producing copies.

SPIRIT PROCESS A

Comment—A. B. Dick Azograph duplicator can also be used for the spirit process to produce copies in one to five colors in one operation.

OFFSET A

Comment—One simple setting on the new A. B. Dick Model 350 offset duplicator assures uniformly fine copies. Self-adjusting cylinders require no change of pressure for differences in master thickness or impression paper weights. Speed: 9,000 copies per hour.



A · B · DICK®

MIMEOGRAPH • AZOGRAPH • SPIRIT • OFFSET
IMPRESSION PAPER • SUPPLIES

For complete information about the new developments in all processes call your distributor of A. B. Dick products. You will find his name listed under Duplicating Machines in the classified section of your phone book. Or mail the coupon.

A. B. Dick Company
5700 Touhy Avenue, Chicago 31, Illinois

BEW-128

Please send me more information about the new developments in Modern Duplicating.

☐ Mimeograph ☐ Azograph ☐ Spirit ☐ Offset

Name _____ Position _____

School _____

Address _____

City _____ State _____

DECEMBER, 1956

FEATURE ARTICLES

We Teachers Should Know Psychiatry.....	Garland C. DuPree	11
Let Students Visit an Office for a Day.....	Rosalie J. Ward	14
... or a Week.....	Mary A. MacDonnell	16
Try Running a Student Supply Store.....	Carolyn Overstreet	18
We're Solving the Dropout Problem.....	Audrey A. Weitz, Clara Boman	19
100 Ways to Enliven Typing, Shorthand Classes.....	Alan C. Lloyd	20
Revise General Business—for Everyone.....	Thelma R. Caram	29
How Do You Rate in Personality Development?.....	Marietta Cain	30

SPECIAL SERIES

Teaching the "Extras" in Transcription—III.....	H. H. Green	22
Bookkeeping Classroom Management—IV.....	I. David Satlow	26
You Can Read Faster and Better—VIII.....	Nila B. Smith	32

DEPARTMENTS

The Business Teacher's Problem Clinic.....		6
Shorthand Corner.....	John J. Gress	33
Progressive Shorthand Speed Tests.....	H. M. Allen	34
New Matter Dictation with Previews.....	Charles B. Hicks	35
Consumer Education.....	Ramon P. Heimerl	36
Teaching Aids.....	Jane F. White	37
Dictation Transcript from <i>Today's Secretary</i>		38
Professional Report.....		43
New Business Equipment.....		48

Publisher and Business Manager:	E. WALTER EDWARDS	Editorial Associates:	ALAN C. LLOYD
Editor:	JAMES BOLGER		ROY W. POE
			CHARLES E. ZOUBEK
Assistant Editor:	ROBERT PARKER	Contributing Editors:	JANE F. WHITE
Copy Editor:	RUBY CROSSMAN		JOHN J. GRESS
Circulation Manager:	FLORENCE E. ULRICH		RAMON P. HEIMERL

Advertising Representatives: McGraw-Hill Publishing Company, Inc.

ATLANTA 3—WILLIAM LANIER, 801 RHODES-HAVERTY BLDG. WALNUT 5778
CHICAGO 11—GERALD T. O'MARA, 520 N. MICHIGAN AVE. MOHAWK 4-5800
DALLAS 1—GORDON JONES, FIRST NATIONAL BANK BLDG. PROSPECT 7-5064
LOS ANGELES 17—E. E. SCHIRMER, 1111 WILSHIRE BLVD. MADISON 6-4323
SAN FRANCISCO 4—WILLIAM WOOLSTON, 68 POST ST., DOUGLAS 2-4600



BUSINESS EDUCATION WORLD is published monthly (except July and August) by the Gregg Publishing Division of the McGraw-Hill Book Company, Inc., at 1309 Noble St., Philadelphia 23, Pa. Editorial and executive offices at 330 W. 42 St., New York 36. SUBSCRIPTION RATES: United States and Possessions—\$3.00 a year, \$5.00 for two years; Canada—\$3.50 a year, \$6.00 for two years; Latin America—\$5.50 a year, \$7.50 for two years; all other countries—\$6.50 a year, \$8.50 for two years. Copyright, 1956, by the Gregg Publishing Division of the McGraw-Hill Book Co., Inc. Printed in the U.S.A. Second Class mail privileges authorized at Philadelphia,

Pennsylvania. Indexed in *The Business Index* and *The Education Index*. Information and data in the "Business Scene" are abstracted, with permission, from *Business Week*, the magazine of business executives, and from reports of the McGraw-Hill Department of Economics. BUSINESS EDUCATION WORLD is also available in a microfilm edition from University Microfilms, 313 N. First St., Ann Arbor, Mich. Address correspondence regarding subscriptions to Circulation Department, BUSINESS EDUCATION WORLD, 1309 Noble St., Philadelphia 23, Pa., or 330 W. 42nd Street, New York 36, N. Y. Send in both old address and new address when there is a change, and allow four weeks for entry.

Bookkeeping Challenge

To the Editor:

The articles concerning bookkeeping written by Dr. I. David Satlow have been interesting and enjoyable, even though I do not agree entirely with Doctor Satlow's personal pedagogical theories.

In your October issue, Doctor Satlow commented concerning the use of the latter portion of the class period: "To treat this part of the period in the manner of the usual 'study hall' is an unwarranted waste of instructional time, and often taxpayers' funds." I would like to disagree with Doctor Satlow on this point. I have taught bookkeeping for several years and have found that supervised study during the last fifteen or twenty minutes of the class period enables students to discover the points that they do not entirely comprehend and to ask for help that would not be afforded after leaving the classroom. This certainly is not a waste of the taxpayers' money, in my humble opinion.

Perhaps we, as teachers, should remember that Christ's longest sermon, The Sermon on the Mount, was only fifteen minutes in duration. Often we, as teachers, become hypnotized by our own voices and egotism in the classroom instead of using it as a place where the actual learning process may operate in the minds of our students.

HARRY F. STEWART
Garfield Heights High School
Garfield Heights, Ohio

Reply by the Author:

I hardly think that the average mortal who is entrusted with a class of bookkeeping students can be placed in the same category as the Master Teacher. What He was able to accomplish in the course of five to ten minutes may take us poor mortals years to achieve.

It is not a case of being impressed with one's self-importance in the classroom. It is rather a case of making certain that learning is going on. And for learning to go on in the minds of the pupils, we cannot resort to a brief lecture that is followed by the announcement, "Well, I just told you how to treat the new account; now, open your books to page 180 and do Problems One through Four." An ap-



Should **your school** be run as efficiently as a modern office?

Your profession is teaching young people the skills that will help them succeed in the world of the modern office.

We of Dictaphone Corporation believe that training in Dictaphone TIME-MASTER transcription has its vital place in this curriculum.

And yet . . . are you taking advantage personally of your own teaching? Are you speeding your own communication . . . your letters, memos, reports, ideas . . . by means of the world's most accepted and trusted dictating machine, The Dictaphone TIME-MASTER?

You owe it to yourself to gain the extra time . . . relaxation . . . fluency that TIME-MASTER dictating invariably bestows.

And, we feel, you owe it to your pupils to run your office along the efficient lines they'll discover in the business world . . . along TIME-MASTER lines.

Why TIME-MASTER instead of a less well-known dictating machine? Consider these Dictaphone exclusives:

Only DICTAPHONE has the plastic DICTABELT record . . . unbreakable, mailable, filable, crystal-clear, non-erasable, visible during dictation, and most economical.

Only TIME-MASTER is so durably engineered for the hard knocks of office and travel . . . so reliable . . . so easy to operate.

Only DICTAPHONE offers such quick service by company-trained representatives nearly everywhere across the country.

Only DICTAPHONE has gained complete, world-wide acceptance . . . selling twice as many dictating machines as anyone else.

We'd be glad to tell you more about TIME-MASTER for your own use. And about Dictaphone's School-Rental-At-Cost Plan for use in your classrooms. There's a Dictaphone office near you—or write Dictaphone Corporation, Educational Division, 420 Lexington Ave., New York 17, N. Y.

DICTAPHONE CORPORATION

DICTAPHONE, TIME-MASTER AND DICTABELT ARE REGISTERED TRADE-MARKS OF DICTAPHONE CORPORATION.

OFFICE Pets



**A.W. FABER
ERASERSTIKS**

**-erase
without a
trace**

No mistake about it! No eraser in the past fifty years has made such an impression as AW FABER'S pencil-shaped, white-polished ERASERSTIK

It is an important tool for every girl who is ambitious to get promotions and pay increases—because it helps her turn out beautiful letters. ERASERSTIK erases without a trace, leaves no frizzles, no ghosts. Takes out a single letter without blurring the word

No mistake about it, ERASERSTIKS are office pets—and so are the girls who use them.

7099 without brush 10¢
7099B with brush 20¢

TEACHERS: FREE sample available for class demonstration. Write on school stationery.

**A.W. FABER
CASTELL**

PENCIL CO., INC. NEWARK 3, N. J.

AW.FABER ERASERSTIK (ALL SERVICE) U.S.A. 7099B

proach that follows the psychology of learning is called for.

This approach calls for giving recognition to the following factors as the minimum of classroom activity: (a) an aim, one that is clearly understood by the pupils; (b) motivation, which relates the new work to felt needs of the learners; (c) development, through pupil participation—from the simple to the complex, from the known to the unknown; (d) drill, to assure understanding and retention; (e) summarization, to relate the solution to the felt need; and (f) application, to show how the new element functions in the already known phases of bookkeeping.

In addition, the homework done by the pupils is worthy of a modicum of check up—and the homework to be done is worthy of clarification.

All of the above requires a good part of the forty-minute period—and not a soliloquy on the teacher's part, either. If we want to achieve economic understanding, much pupil discussion is called for.

There is a definite need for written work, but not as a regular routine reserved for the second half of the instructional period. The written work is an integral part of the development and drill referred to earlier, the key parts of the lesson during which "the actual learning process operates in the minds of our pupils."

Just one additional thought: the correspondent apparently overlooked the significance of the inclusion of the word "usual" in the sentence that he quotes and to which he takes exception. I am quite certain that he will agree that his "supervised" study part of the lesson is a "guided" study session and not the "usual" study period, which can more aptly be called a "policed" study period.

I. DAVID SATLOW
Thomas Jefferson High School
Brooklyn, New York

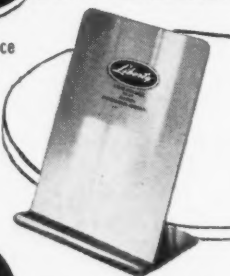
Semester Tests

The January issue of BUSINESS EDUCATION WORLD will include typical first-semester tests in Bookkeeping, Business Arithmetic, Business English, Business Law, General Business, Office and Clerical Practice, and Salesmanship, constructed by authorities in their respective fields.

typists learning and
earning do best with

Liberty COPY HOLDERS

- All metal—one piece
- Enameled finish in Gray, Tan or Green
- 7" wide x 9 1/2" high, base 5" deep
- Holds typing text books without tipping



**ONLY
\$1.35**

**SCHOOL TESTED
and Teacher Approved**

The Liberty Copyholder holds text at correct eye level and angle for faster, better typing, quicker learning... teaches good business practice too! So low in cost every typewriter desk can have one.

ORDER NOW by Mail if not available from your local stationer.

BANKERS BOX COMPANY

Record Storage Equipment Since 1918

720 S. Dearborn St. • Chicago 5, Ill. BE-12



As the nation's leading manufacturers and distributors of Business Training Furniture, we welcome your inquiries. We will be glad to make suggestions and recommendations on your specific needs. Write us today. A copy of our free catalog will be sent by return mail.

- Drop Head Typing Desks
- Adjustable Typing Desks
- Stationary Typing Desks
- Economy Typing Tables
- Bookkeeping Desks
- Art Desks
- Typist's Posture Chairs

DESKS OF AMERICA, INC.
Bridgeport 6, Connecticut

yours for better letters:

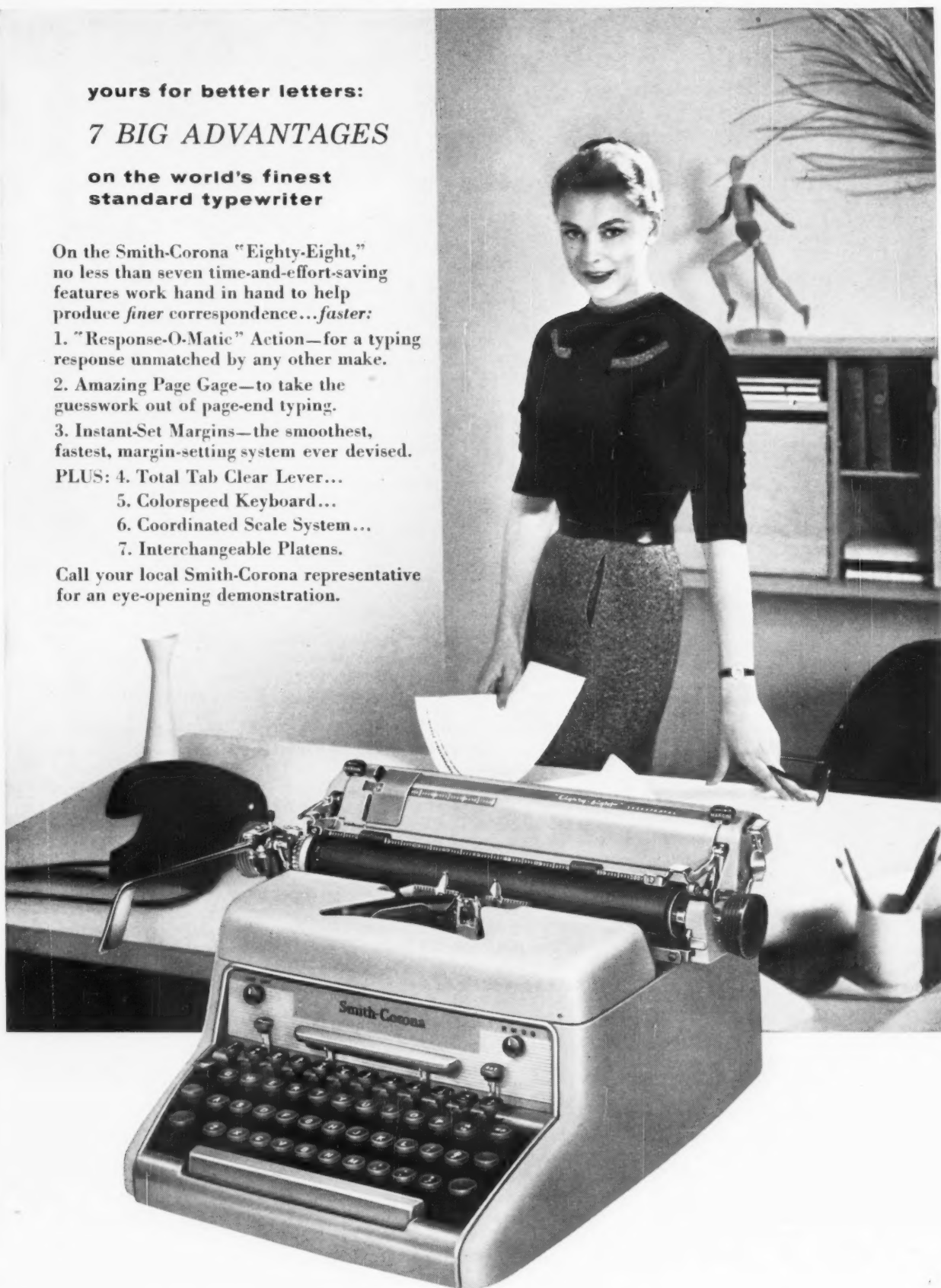
7 BIG ADVANTAGES

**on the world's finest
standard typewriter**

On the Smith-Corona "Eighty-Eight," no less than seven time-and-effort-saving features work hand in hand to help produce *finer* correspondence...*faster*:

1. "Response-O-Matic" Action—for a typing response unmatched by any other make.
2. Amazing Page Gage—to take the guesswork out of page-end typing.
3. Instant-Set Margins—the smoothest, fastest, margin-setting system ever devised.
- PLUS: 4. Total Tab Clear Lever...
5. Colorspeed Keyboard...
6. Coordinated Scale System...
7. Interchangeable Platens.

Call your local Smith-Corona representative for an eye-opening demonstration.



Smith-Corona Inc Syracuse 1 New York Branch Offices or Dealers in Principal Cities

DECEMBER, 1956

Brush Tips

BY BRUSHMAKERS

Dirty type results in messy letters. Type collects ribbon ink, paper fuzz and stencil wax. Use of solvents on the type washes the dirt from the type faces down into the machine.

TYPEMASTER type cleaning brush, cleans the type without using solvents on the type. The "TYNEX" nylon bristles draw the dirt off the type into the brush. Wash the dirty brush clean with soap and water.

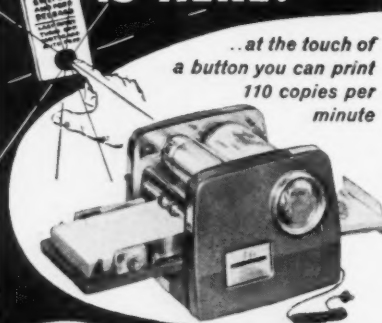


Start today with clear sharp letters. Order TYPEMASTER from your dealer or send your order directly to us with the name of your dealer. Brushes, 50¢ each; \$1.50 for complete STENO BRUSH-KIT.

Brushmakers, Inc.

529 So. 7th St. • Minneapolis 15, Minn.

AUTOMATION IN DUPLICATING IS HERE!



...at the touch of
a button you can print
110 copies per
minute

Heyer AUTOMATIC ELECTRIC SPIRIT DUPLICATOR

The Heyer Conqueror prints in 1 to 5 colors at a fraction of a cent per copy... without effort. Hundreds of sharp, clean copies of anything typed, written or drawn on the master simply pour out of this new duplicator. It "Always Makes a Good Impression."

THE HEYER CORPORATION
1844 S. Kostner Ave., Chicago 23, Ill.

Please send free booklet and details on Automation in Duplicating.

Name _____
Company _____
Address _____
City _____ State _____

THE BUSINESS TEACHER'S

Problem Clinic

HERE ARE SEVERAL problems recently submitted for your consideration:

At present, I am teaching in a large school system. In addition to the office machines room, we have three typing rooms equipped with machines that vary in number from 36 in the first room to 42 in the third. Every teacher who uses the room (often as many as four or five) is responsible for the machines. In reality, this makes no one responsible—or so it seems. I would appreciate a suggested outline to be presented to the students, stressing their responsibilities as users of the machines; teachers' methods of keeping track of needed repairs, or any suggestions that others have found helpful in keeping the machines operating smoothly.

M. W.

Very frequently, we are asked to sponsor an assembly program. I wonder what suggestions other business teachers might have regarding interesting programs which the business department could present for a junior-senior high assembly.

MARGARET J. METZ
Upper Dublin High School
Fort Washington, Pennsylvania

(A) A student in my Business Education Methods class made the remark to me that she had decided not to become a teacher. When I questioned her, she replied that, when she thought of the many things one had to know to be a typing teacher, she felt that she just couldn't do it.

In this class, we deal briefly with the various fields of business education, but we cannot go extensively into any one of them. For instance, we have two chapters in our text and about six class periods devoted to the teaching of typewriting. I naturally feel that we need to make the best possible use of this time, so we have used our business-education magazines and reference books extensively. We have tried to choose materials that the undergraduate student without teaching experience could appreciate. Is it possible that this is too much "cold storage" education? Just how much can one give students on this level?

(B) What can be done with people who, after eighteen class meetings in Typewriting I, still insist on looking at their hands? I have one boy with whom I have done remedial work on the keyboard reaches. I have moved him to a blank keyboard. I have done everything I know to help him, but nothing seems to work. Is more work on his keyboard indicated, or just how can I help him?

MARTHA MOSIER
Abilene Christian College
Abilene, Texas

What suggestions do you have for these teachers? Send them, along with any problems of your own that are bothering you, to **Problem Clinic, Business Education World**, 330 West 42 Street, New York 36, New York. Remember: For the most interesting and challenging problem submitted to this department on or before May 1, 1957, we offer a prize of \$10; for the next best, a prize of \$5. For the best solution that is submitted to us by the same date, we offer a prize of \$25; for the next best, a prize of \$15.

Remember, too: There's no need to restrict your suggested solutions to this month's problems; feel free to comment on earlier problems as well.

(SUGGESTED SOLUTIONS TO OCTOBER PROBLEM—PAGE 8)

Esterbrook®
National Gregg Shorthand Contest

this coupon
may win fame
for your school



TEACHERS—Fill out now to obtain
contest rules and official entry blank!

THE
Esterbrook
PEN COMPANY, CAMDEN 1, NEW JERSEY

CONTEST CLOSES MARCH 1, 1957

Please send entry blank and rules for
the new Esterbrook Gregg Shorthand
Contest, together with copies of con-
test material for my students. I under-
stand there is to be no cost or
obligation for this material.

THE NUMBER OF STUDENTS I WILL ENTER IS _____

TEACHER'S NAME _____

SCHOOL _____

STREET ADDRESS _____

CITY _____ ZONE _____ STATE _____

Entries limited to Continental United States



FREE! AN ESTERBROOK FOUNTAIN PEN FOR
EVERY TEACHER ENTERING 15 OR MORE STUDENTS.

- 8 handsome Cup Awards • Valuable Merit Certificates • Gregg-approved Esterbrook Fountain Pens to all winners • Judging in 4 separate divisions • Colleges, Business Schools, Public, Parochial and Private Schools eligible • Nothing to buy —no obligations • Excellent opportunity for young job seekers to win recognition



Esterbrook®

AMERICA'S OLDEST PEN MAKER
CAMDEN 1, NEW JERSEY

October Problem

The backward administration of my school requires that, every Friday, I waste my time drawing up a series of detailed lesson plans for each of my classes to be held during the following week, so that, in the unlikely event that a substitute teacher takes over my work, she "won't just mark time." Since present-day teachers' manuals give complete step-by-step instructions, why can't I just list the pages to be covered? How can I protest this unfair demand?

B. E.

Suggested Solutions

Dear B. E.:

I had the problem of lesson plans last year. Since my subjects were shorthand and typing and had similar classroom procedures each day, I made for each class one detailed lesson plan that could be handed in to the office with an extra teacher's manual. Then, each week, I listed the pages to be covered in the text and the corresponding ones in the teacher's manual. If there were deviations in the plan, I listed them. If I changed the major plan permanently, as I sometimes do, after a few weeks, I made a new office copy at that time.

If this plan is not acceptable, one could always duplicate copies of a plan and leave the page numbers of the assignment blank. Then, these could be filled in on the typewriter or by hand. They could be reduplicated each time there was a major plan change.

MARGARET A. KURTZ
Colby Junior College
New London, New Hampshire

Dear B. E.:

For several years, I, too, spent many hours making detailed lesson plans—many of them repetitive, especially in the skill subjects. Perhaps you might have some use for a variation of my own solution.

Purchase a three-by-five metal file box, a supply of three-by-five cards, and a set of index cards. Make out an index card for each subject taught. For each lesson, prepare a detailed lesson plan on index cards. Number consecutively each card in each subject. (Also code each card at the top: BA for business arithmetic, S-1 for first-year shorthand.) Then in your plan book, merely record the number of the card or cards to be used each day.

Each time I use a card, I write comments on whether the plan was successful, what innovations were

made, illustrative material used, and even bulletin board displays, if they were tied in with a lesson. If the plan is unsuccessful, the next year I prepare a new lesson plan based on observations written on last year's card. Behind each index, I also place cards containing grading systems used, standards for each six weeks' period, and other pertinent information.

Before trying this plan, I discussed it with my administrator, who agreed that it would cover the situation whereby a substitute teacher would have a plan to work with. It has the advantage of avoiding repetitive writing of the same plans and allows the teacher more time to do creative work.

Since no teacher will use the same plans year after year, she can easily change plans as new thoughts occur to her. Also, when she learns of new ideas she wishes to incorporate into work already covered, she can find the plan for that particular lesson and record these observations for use in future years.

MARGARET D. COATES
Pocono Township School
Tannersville, Pennsylvania

Dear B. E.:

After nearly fifteen years of teaching, exactly the same thing befell me this fall. After a few verbal grumbles, I proceeded to make lesson plans. (If you are *told* to make lesson plans, you *make* lesson plans!)

So, like you, B. E., I decided that the lesson plans in the manual would work beautifully—practically verbatim. But to my surprise and delight, I found: (1) there were a lot of methods and suggestions in the manual that I had missed because I had never had time to read them, and (2) it was easier to assign make-up work to students who had been absent, when I had the lesson plan all written out for every day.

As far as preparing plans for substitute teachers so they "won't just mark time"—I have yet to have a substitute who follows my plans. (Oh, yes, I used to make up lesson plans when I knew I would be out. I am disgustingly healthy, so my absences, so far, have always been planned, too.) Most substitutes, we have found, are high-priced "babysitters."

After that parting shot, I had better run for cover!

LOUISE C. BERGNER
Arvada High School
Arvada, Colorado

Dear B. E.:

Let me first state that I have taught in schools requiring elaborate lesson plans to be submitted in duplicate a week in advance, and I have also

taught in schools that were so lenient that they required none. Personally, I wonder if you should not take a few minutes to evaluate lesson plans. Even though time consuming, they do offer a wonderful opportunity to preview lessons in advance. It gives you a chance to collect the supplies that will be needed—avoiding that last-minute rush when you turn the page and discover that you are going to need some carbon paper or long envelopes today.

In addition, lesson plans provide a wonderful chance for strengthening the preceding assignments. After you've taught a unit, say on tabulation, you can always see some changes you'd make or some points you should have stressed. In preparing lesson plans for next week, you can often include some of these ideas.

I agree that there are some outstanding present-day teachers' manuals, but I have also taught long enough to know that each class is individualistic. Some groups, particularly when you get them in advanced typing classes, are well advanced on certain phases. It would be wasting time to cover only the material on certain pages in the text. You can have advanced materials at your finger-tips for immediate use if you have planned ahead.

Even though the services of a substitute teacher are unlikely, you will find your time-consuming plans invaluable. The substitute is apt to decide that, if you are enough interested in the job to make such elaborate plans, you will expect her to accomplish a lot while you are absent. It will provide a little incentive on her part. The students are used to your way of doing things, and if you have it recorded in an intelligent manner, they will do their best to accomplish something, also.

My suggestions, then, would be to use the time spent in preparing your lesson plans in such a manner that it will prove of value to you. Use it as a chance to determine needed supplies, to review for stress on previous units, and to assimilate varied ideas that would more nearly meet the needs of your particular class. If you try this, I believe you might change your outlook—no longer considering this an unfair demand, but rather an equitable request.

MARY WITHEROW
Beaumont High School
St. Louis, Missouri

Dear B. E.:

I would surely protest to the administration if I were requested to use valuable time to prepare detailed

(Continued on page 41)

R.C. Allen

Visomatic

Makes teaching and learning easier!



VISIBLE, AUTOMATIC MARGINS — The easiest, fastest margin setting of all. Indicators show exact location on margin scale.

INTERCHANGEABLE PLATEN — Teach on the machine that gives you the "Quick-Switch" platen, that makes the Visomatic a specialized writing machine.

BALANCED LINE SPACING — Save miles of "reach" with one-space movement of the lever for single spacing; two-space movement

for double spacing; not . . . three-space movement for all spacings.

FINGERTIP KEYSER TAB CONTROLS — Conveniently placed on facing panel; instant, precision set and clear; simplifies tabulation required in all types of professional work.

ADJUSTABLE SPACING — Simplifies right margin justification and "error correction."

ALL THE "PROFESSIONAL" FEATURES — assuring a thorough preparation for the business world.

... PRICED AT A LOW.
LOW SPECIAL
SCHOOL PRICE!

R.C. Allen Business Machines, Inc.
678 Front Ave., N.W., Grand Rapids, Michigan

R.C. Allen Business Machines, Inc.

678 Front Ave., N. W., Grand Rapids, Michigan

EDUCATIONAL DEPARTMENT

Without obligation, please send me more information about the R. C. Allen Visomatic Typewriter.

NAME _____

SCHOOL _____

ADDRESS _____

CITY _____ ZONE _____ STATE _____

Because it's
THE NATURAL WAY ADDING MACHINE...

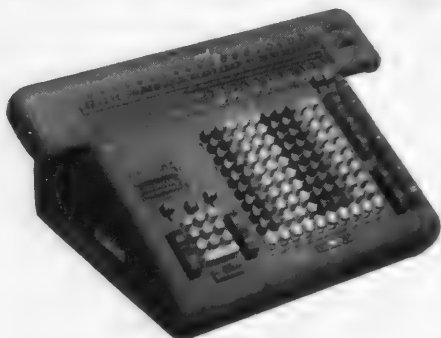
Friden

10-key with patented hand-fitting keyboard and
 Visible Check window (see each item)
 is most efficient way
 to teach—and learn—addition

The business trend to 10-key adding is clear. And the *Natural Way* Friden is doing a lot to speed it. Work goes quickly and accurately with each item seen before it prints or adds. Many other features you will approve.



Because it's **THE THINKING MACHINE OF AMERICAN BUSINESS...**



Fully automatic FRIDEN CALCULATOR is most practical for instruction in modern business figure-work. Most versatile, simplest to operate!



Rent or buy—have a Friden Man demonstrate. FRIDEN CALCULATING MACHINE CO., INC., San Leandro, California.

GARLAND C. DUPREE

Sylvester (Georgia) High School



**Rationalizing
Ronnie**

*"I wouldn't be in your
silly play even if you
paid me a salary."*



**Displacing
Dot**

*after arguing with
her mother, she snaps at
her best girl friend.*

we teachers should know psychiatry

In order to produce employable personalities
we must give teen-age students understanding

BUSINESS TEACHING has a three-point objective: adequate work skills, good work habits, and employable personalities. Though we teachers usually accomplish our goals in the first two areas, we sometimes fall short in the last one. We get lost among theoretical shorthand outlines and scores of perfect business letters.

A change is needed.

Let's, instead, direct a portion of our attention towards developing well-adjusted individuals whom we can send into business with confidence and pride. If we will permit them, our students can educate us.

Through understanding them, we better understand ourselves and can do a better job of teaching.

The business classroom has been my "laboratory," and business students, my "experiments." In studying human behavior, I have caught a glimpse of a possible world filled with the fully integrated personalities of

which psychiatrists dream. Through education, the door to this world can be opened wide. (It is my hope that someday a course in Psychology for Life Adjustment will be required for graduation from any high school in the nation.) For what does education accomplish if it does not prepare youth for living and reacting wisely to life situations? Through the teaching of business skills, we prepare students to make a good living. Let's also prepare them to make a good life.

Basic educational-psychology courses in college frequently do not offer an adequate understanding of the students we teach. But, if they are going to live with us one hundred and eighty days of every year, is it not our duty to know what makes these teen-agers tick?

First, consider the mind as a large factory. Think of the two basic in-

instincts, *Love and Hate* (sometimes called the life and death instincts), as the *Raw Materials* in this factory.

These two instincts, or energy-producing forces, are always seeking to assert themselves. It is the balancing and directing of these forces that determines a personality. The love instinct (life instinct) enables man to love life, to react positively to his environment; and the hate instinct (death instinct) is a means of protection and self-preservation. Man is built so that he loves things that give him pleasure and hates things that give him pain. But, as he matures, he is able to forego the pleasures of the moment, if he believes that it is to his later advantage to do so.

Before life became as complex as it is, it wasn't difficult to love and hate those things that should be loved and hated. But, somewhere down the multiple road to our civilization, it has become necessary to repress so many of our primitive desires that our love and hate patterns have become distorted. We all have experienced simultaneous love and hate for the same person. Sometimes that person gives us love, and sometimes he gives us pain. Psychologically, there is no pure love or pure hate. If we love someone who doesn't love us, we are apt to hate the person we love for not loving us.

In order to operate, a big factory must have Machinery. Think of the Conscious, the Preconscious, and the Unconscious as the machinery used in the factory.

The conscious is that portion of the mind of which you are presently aware. The unconscious is the part composed of repressed ideas, desires, and thoughts, which cannot be called to the surface merely by effort. (These repressions make up a good portion of neurotic behavior.) The preconscious is the source of ideas that can be called to the conscious mind simply through the desire to do so.

Next, think of the Ego and the Superego as the Wheels of the machinery.

Some psychologists have defined ego as "that part of the personality that mediates between the internal primitive instincts and the external world of reality, controlling perception, motion, behavior. . . ." The ego keeps us free from anxiety and guilt

feelings. It creates a sense of well-being that keeps our personalities balanced. Acting as a "policeman" for the ego is the superego, better known as our "conscience." This makes us feel guilty for things we do or don't do. Neither the ego nor the superego functions at birth; they develop out of the environmental influences that control our primitive instincts as we adapt ourselves to the world of reality.

When our desires are in conflict with reality, the ego must have some method of forestalling anxiety and dispelling guilt feelings. The ways of meeting these conflicts are called "mental mechanisms."

Think of Mental Mechanisms as the Methods of Manufacturing—the ways of handling raw material.

Education is particularly interested in these mechanisms, for it is out of the uses of these mechanisms that definite personality types grow.

When Ronnie isn't selected for the lead in the senior play, he says that the play "is so silly that I wouldn't be in it if you paid me a salary." We know that he is using the mechanism of *rationalization*. Through false reasoning, he selects the most comfortable answer.

When Dot comes to school, she snaps at her best friend, because Dot and her mother were angry when Dot left home. We know that she is using the mechanism of *displacement*. Snapping at her mother would have caused Dot too much guilt, so she snaps at her classmate instead.

Susie gets "deathly sick" on test days. We recognize this as an escape mechanism, sometimes called *substitution*. Ruth bursts into tears because she made a lower mark on a timed writing than Mary did. Ruth is revealing *regression* when she cries—she is going back to a childish form of response.

Daydreaming is another mechanism—a flight to more pleasant thoughts. One day, when grading typing assignments, we come across Diane's paper. She must have been daydreaming and handed in the wrong paper. It reads, "My Dearest Darling, This typing is

so dull. I'm so tired of hearing about the modified-block form. The only thing I'll never tire of is you. That old tabulation, having to type all those old figures—it's killing. Sunday night is what I live for—to see you. If it weren't for then, my life would be boring and meaningless. I'd better stop now. I'll love you always."

Sam is the student we sometimes call retarded. He has failed in so many activities that failure seems to have become a permanent pattern. He wants to excel in athletics, but has failed miserably. He and I were determined he would learn to type—and he has learned! The day arrives when students are asking their six-week averages.

He comes up to my desk:

"A, Sammy," I say.

"Ma'am?" he asks unbelievably.

"A, Sammy," I repeat.

"Did you say A?" He has a most triumphant grin. His *sublimation* has succeeded. Circumstances often force us to substitute something equally desirable for the thing we would like to do. Sometimes undesirable aggressions can be redirected in this way to wholesome and positive activities.

Sublimation is a stepping-stone to a satisfactory life—and to a satisfactory education. Education can be vitally concerned with the mechanism of sublimation. If Marjorie is disappointed by a love affair, that energy might be directed into the love of teaching.

There are still other mental mechanisms that aren't quite so apparent as the six just given, yet are equally important: repression, introjection,



Substituting Sue
she develops a "headache"
on every test day.

projection, identification, and reversal.

The pushing into the unconscious of ideas that are in conflict with the personality and reality is called *repression*. *Introjection* is turning inward on ourselves large amounts of hate. We see this in the depressed and melancholy student.

Another method of dispelling anxiety is *projection*, in which we can't face our own motives and therefore attribute them to others. Joan might say, "Sara hates me, she is never nice to me." And it may be that Joan is the one who isn't nice to Sara because she is jealous of Sara's ability, popularity, etc. Sara's hostility creates too much guilt to face, so Joan "projects" her guilt.

Two More Methods

Identification is used extensively. It reduces anxiety and guilt by copying others who seem stronger and more heroic. It gives one a sense of security to be like others. We use often this method in our FBLA and other school clubs. Acting in a manner entirely opposite to the way we actually feel is called *reversal*. The individual is usually unaware that he is practicing this. For instance, an overprotective mother may really be covering up an unconscious resentment toward her child.

We are all human beings, with our loves and our hates. We all have guilt feelings and anxieties, and we

all use mental mechanisms to relieve those feelings. As long as we use them conservatively and effectively, we are functioning as normal personalities. When we use them indulgently and exorbitantly, we may begin to function as neurotics.

The love instinct should dominate our lives, and the lives of our students. We must foster the growth of this life instinct in work and play through faith, love, and hope. We must be sure that our love is directed intelligently toward our loved ones, our homes, our students, our schools, and our communities. We should confine our hate to fighting evil forces.

This struggle for maturity is the crossroad where education, psychiatry, and religion meet. The lessons I have learned through the study of psychiatry have opened up new avenues of thought and new channels of living for me—and for my students. Let's all begin to work on a new degree, a degree of understanding.



Sublimating Sam

*after failing in one activity,
he succeeds in another.*



Daydreaming Diane

*she abandons reality for
a world of pleasant thoughts.*



Regressing Ruth

*a poor grade sends her
into childish tears*



ROSALIE J. WARD

Roosevelt High School, Atlanta, Georgia

Let Your Students

EXPERIENCE HAS proven that there is a certain period of adjustment for every student in his first office job. Teachers, no matter how hard they try, can only simulate office experience; it is never the real thing.

Teachers and businessmen in Atlanta, Georgia, and in other communities, alternate annual visits on Business-Education Day. One year teachers go to visit various businesses, and the next year businessmen visit the schools and observe actual classroom procedures.

Last year the thought occurred to me, "Why not a Business-Education Day for my students, to help them prepare for an office job?" Questions arose: Would this plan be feasible? Would businessmen welcome visits by students who would soon be applying to them for jobs? Would the school administration approve? Would the students react favorably to these visits?

My uncertainties disappeared when I tentatively broached the subject last winter to my advanced-shorthand class. They were unanimously in favor of the plan, especially because my approach allowed them to believe they had originated the idea themselves.

We agreed on a tentative date that did not conflict with graduation plans. Great excitement prevailed for the next few weeks. Each shorthand student selected a business she wished to visit, either one where she wanted to work or one where she already knew the secretary she wished to observe. Among the businesses or businessmen visited were department stores, attorneys, stock brokers, banks, utilities, insurance companies, college offices, soft-drink companies, steel companies, automobile companies, and government agencies.

In composing the letter to the businessman to be visited, each student planned her own letter, but followed certain points agreed on by the class: (1) the opening paragraph must explain the purpose of the proposed visit; (2) the letter must ask permission for the visit; (3) the writer should assure the businessman that his office routine would not be interrupted; and (4) the writer must make it easy for the businessman to get in touch with her either by telephone or by letter, if permission for a visit was given.

Everyone became excited as letters giving permission to visit were received. I had the students save them

so that they could later ask themselves: "Could I write such a letter, if I were this man's secretary?" As each letter was received, it was brought to class and read by the student receiving it. A letter in reply was composed, stating that the student would be at the office on the appointed date and thanking the businessman for giving his permission.

The thing that most impressed me and my students was the almost unanimous courtesy and co-operation the

SEVEN OBJECTIVES OF

- Students learn from actual experience what skills and personality traits are demanded by business

- Students appreciate more the importance of skill in shorthand and typing, as well as correct business English and spelling

- Students gain poise and self-confidence for job-hunting, when they realize that most employers are considerate with office help

- Students observe the impor-

How much more confidence it gives business students when they receive free time to observe a period of real office routine. If you cannot spare a full week (see next page) why not . . .

Visit an Office for a Day . . .

businessmen showed in giving the students permission to visit their offices. I know very well that most of them were quite busy and probably were not looking forward to having young, inexperienced girls visit their busy secretaries for a full office day.

The students carefully planned to make certain observations during their visit. The ten main points were:

- Location and general appearance of the office: Is it accessible to transportation? Is it up-to-date? Is it well

lighted and airy? Has the office modern equipment?

- General appearance of the secretary visited and her co-workers: How are they dressed?

- Atmosphere of the office: Is it friendly or is it formal?

- Appearance and manner of the employer: Is he friendly, easy to talk to? How is he dressed? Would you like to be his secretary?

- Relationship between employer and secretary: Is he hard to get along with? Is he friendly and courteous?

- Daily routine of secretary. (Each visitor brought a pencil, pen, notebook, and eraser in order to take notes unobtrusively throughout the day.)

- Office policies: Can employees smoke, chew gum, or eat in the office? Can they talk among themselves? Are there rest periods?

- Working conditions: What are the office hours? Is there overtime work? What is the company policy about promotions?

- Mannerisms of the boss: What type of dictation does he give? Is he fast, slow, clear spoken, a cigar chew-

er, an around-the-desk walker, to name a few? Could *you* take his dictation?

- Duties of the secretary, besides taking dictation and transcribing letters: Does she open the mail, answer the telephone, file, attend to her employer's personal errands, act as receptionist?

The question arose as to whether the student would take dictation along with the secretary. Some said they wished to; some preferred merely to observe. We finally decided to wait and see whether the boss would invite the student to take dictation, either along with his secretary or by herself.

As visiting day drew nearer, the question of etiquette arose, as well as the suitable costume for the office visit. The correct ways of introducing oneself in an office were discussed, as were how to ask *intelligent* questions, who should invite whom to lunch (this was an absorbing question, and fortunately in every case the secretary, or even the boss, took the visitors to lunch), table manners, and what to order for lunch. Each guest planned a farewell "thank you" to the

(Continued on page 37)

BUSINESS-EDUCATION DAY

tance good personality and appearance play in securing and holding a job

- Students meet businessmen who may help them to secure positions after graduation

- Schools and businesses are united in closer understanding

- Businessmen, commenting on the practicality of visits, accept the fact that their offices are being used as training "laboratories"

MARY A. MACDONNELL

Stratford (Connecticut) High School

A period of office observation is a prime asset for any business student, whether it lasts for a day (see preceding page) . . .

. . . or a WEEK



OFFICE OBSERVATION Week at Stratford, Connecticut, has been so successful that it seems logical that other business teachers would be interested in setting up a similar program. Stratford has just completed its fourth year with this unique program, and all indications are that it is getting bigger and stronger each year. Both the businessmen and the business students involved have profited by it, and both are interested in expansion of the idea.

Each year, for one week in March, the office-practice and clerical-practice classes of the business department of Stratford High School spend the morning working hours in various representative offices in the Stratford, Bridgeport, Milford, and Fairfield areas. Frequently these seniors also take a tour of the factory, and this helps them to understand the over-all operation. All business seniors go out for the week, regardless of their standing in class, and none are permitted to do any actual work during this observation period—because of labor laws, unions, and simply because it would be too complicated to put them on a payroll for about fifteen hours of work. This way, too, they are able to move from one office

to another within the same company.

Instructors of the office-practice and clerical-practice classes—the former has more stringent requirements in covering the same subject matter—use Office Observation Week throughout the year as a motivating device. The students are anxious to make a good showing while out observing, and they are interested in learning what to wear, how to act, and what they should know about office routine.

The program is carried on in cooperation with the Bridgeport (Connecticut) chapter of the National Office Management Association, although over half the participating organizations do not belong to NOMA. Last spring, the students visited fourteen manufacturing concerns, four banks, two utility companies, three department stores, one municipal office, two hospitals, three business-machines retail offices, and one newspaper office. One hundred and six girls visited thirty different concerns. Each company took from one to twelve students.

Initial preparation for the Week is made by a planning committee, comprised of the local president of NOMA, the chairman of NOMA, the high school director of business

education, the office-practice teacher, and five students, one from each of the five office- and clerical-practice classes. All nine members of the committee do not have to meet together at any one time.

The first step each year is a meeting of the two businessmen from NOMA and the two business teachers. This meeting usually takes place in mid-January and the four decide on a date in February for the Planning Luncheon. The office-practice teacher sends an invitation to one representative (preferably a personnel man or an office manager) from each company that has indicated any interest in the past, or to companies that hold NOMA membership.

In Stratford, last spring, invitations were issued to approximately sixty firms. About thirty-five businessmen attended. This luncheon lays the groundwork for the Week. The program is planned for 12:30 p.m. in the homemaking department, with open house in the business department from 10:30 to 12:15. Senior students in the department act as hostesses and guides for the businessmen.

At the luncheon, the director of Business Education is chairman. The office-practice teacher explains what



the students hope to get out of their week-long observation and what the businessmen can expect to accomplish by it. An effort is made to get the businessmen into an informal discussion. A questionnaire may be given to each guest, asking the number of students he can accommodate; whether he has a preference for shorthand, bookkeeping, or clerical majors; about office hours, lunchtime, etc.

The high school principal, the superintendent of schools, the head of the Board of Education, and the guidance director are also invited to attend. The program, menu, table arrangements, and place cards are prepared by the office-practice teacher and her students.

The Students Choose

After this planning luncheon, the participating companies are listed and described to the students, who then are permitted to list their first three choices. At Stratford, we have been fortunate in being able to send many students to their first choice; only a few go to places they do not choose.

The committee, made up of two business teachers and five students, gets together to decide who will go where. An effort is made to balance

the type of student sent to each firm.

All students go out, and it would not be desirable to have all the best students in some offices and all the less-skilled students in other places. The committee that arranges placement has the advantage of knowing each student personally, and the two teachers on the committee know the businessmen and on what they place the greatest emphasis when hiring.

Little or no "checking" is done on the students while they are out. When the program was started, a form was given to the men in the offices covering the characteristics, attitudes, and appearance of the students; however, the businessmen discouraged this practice as its validity was questionable. First, it is extremely difficult to rate a person who is simply observing. Second, in a large organization, the students are in a different department every day.

The office-practice instructor, in Stratford, teaches all office- and clerical-practice classes, so she is free during Observation Week. Conversing with the businessmen who are in charge of the program gives an accurate evaluation of the success of the program. Because of the fact that the students are there only during morn-

ing hours, the instructor from the high school must plan to make all thirty-odd visits between opening time in the morning and closing time at noon in five days' time. This means that she must limit her visit to approximately ten minutes at each concern.

During the past two years, the school representative has taken pictures of students in the offices at every company. These pictures are useful for publicity purposes or bulletin-board displays.

Students are expected to prepare a detailed, typewritten report, in illustrated project form, and each student is expected to give an oral report to her classmates. The written report is of a diary type; the oral one is a brief summary of the kind of business the student visited, with emphasis on what she thinks she got out of the experience—or did not get out of it. The oral reports are no longer than ten minutes in length. They are of particular benefit to other students, for they give each girl a first-hand impression of the offices she did not see herself.

After the reports have been summarized and condensed by the office practice instructor, a second luncheon

(Continued on page 36)

LAST YEAR, our high school moved into a new building located in a residential zone where business firms are not allowed. Since the building is some distance from the business section of the town, our entire work-experience program needed reconsideration. Students simply could not walk to their jobs and still have time to be of much service before five o'clock. To solve this problem, the business-education department set up, instead, a supply store in the business section of the high school—with the advanced bookkeeping class to operate it. There was not a cent with which to begin operations, but a nearby wholesale company granted credit. Since then, the profit derived from the project has been invested in office machines that the business department desperately needs.

All members of the bookkeeping class are salesmen during their un-

scheduled periods in the day. Cash is counted and a receipt signed for it as each new group comes on duty. Special jobs are rotated: chief salesman, inventory clerk, cashier, and bookkeeper. Two perpetual inventories are kept; one for the merchandise in storage, the other for the merchandise on the shelves. A "want list" is made out by the storage-inventory clerk when any item is running low. Shelves are replenished at the end of each day during the latter part of the regular class hour, cash is totaled, and entries are recorded. With a shelf inventory, the youngsters can quickly find errors in cash by comparing the number of items recorded on the sales sheets with the cash on hand. They giggle when cash is "long" five or ten cents; but if it is "short," they go crazy until they find it. They kept their cash in a tin muffin pan, until they earned enough money to buy a rebuilt cash register.

Student Supply opened its own bank account in one of the local banks. Two students, who signed signature cards, wrote the checks. At the end of the month, each member of the class makes a reconciliation of the bank statement, which is mailed to Student Supply Store, care of the instructor. For experience, they are sometimes required to pay large bills with bank drafts or a cashier's check. On one occasion, a check was lost and it was necessary to stop payment on it.

At the end of the day, the cashier balances cash; keeps the required amount for change; turns the rest over to the instructor, who signs for it; and gives that receipt to the bookkeeper to record the daily sales. When packages of merchandise are delivered, the student on duty signs for them and pays freight charges from the cash register. He audits the invoices and leaves them in the bookkeeper's file with notations of shortages or errors.

Fiscal periods are six weeks long. At the end of a period, half the class takes a physical inventory at cost price, the other half at selling price, and each group compares figures with the perpetual-inventory cards. From the ending inventory and the invoices, they are able to predict the probable amount of each item that will be needed for the ensuing fiscal period. They order accordingly. They also learn to make allowance for poor sales on days when important ball games are being played.

Each student is required to prepare a P & L statement and a balance sheet at the close of the fiscal period and to participate in the closing of the ledger. Copies of financial reports are filed with the principal of the high school, with the instructor in charge, and in the bookkeeper's file.

The project affords a thorough review of first-year bookkeeping. During the first six-week's period, only a general journal and a simple ledger are used for records. In the second fiscal period, students open a new set of books. They shift over to purchase, sales, cash, and general journals, and begin using a creditor's ledger. Since their business is strictly cash, they have no use for a customer's ledger. In the third period, they open another set with a combined cash journal and ledgers with debit and credit balances.

The project is popular. Underclassmen have come to the instructor asking how they should register the next

(Continued on page 41)

Is work experience impractical for your school?

TRY RUNNING A STUDENT SUPPLY STORE

CAROLYN OVERSTREET, Blackfoot (Idaho) High School



We're Solving the Problem of Dropouts

AUDREY A. WEITZ, Napa (California) High School
and **CLARA BOMAN**, Ridgeview High School, Napa, California

DURING THEIR tenth year of schooling, many of our girls become sixteen years of age and drop out of school. Legally, they are no longer required to attend. Actually, they have lost interest, for they are being given very little direct instruction and guidance for life's activities.

We have designed a course in orientation to business that is an attempt to relate our instruction to the individual needs of these tenth-grade girls. We hope that by our efforts (1) those who do drop out of school will be better prepared for life; and (2) some girls will decide to remain in school because they are receiving instruction that helps them.

We meet the needs of tenth-grade girls who are potential dropouts by:

- Regarding each student as an individual and obtaining her confidence.
- Providing a program wherein the student can experience achievement.
- Emphasizing the relationship between education and life.
- Providing job information.
- Giving training in business skills.
- Developing personality traits, attitudes, and work habits that will be conducive to agreeable personal and vocational business relations.
- Providing on-the-job work experience.

We relate the school to the community by:

- Having students interview businessmen in the community.
- Supervising the work of students in local business concerns.

Since much individual help must be given, the class is limited to twenty girls—girls only, in order to permit a thorough discussion of their problems. Admittance is by interview and recommendation of the dean of girls and by permission of the parents, achieved through parent conferences.

It is desirable to have the course fill a two-hour block at the end of the school day. For the first semester, one hour may be used for typing and the second for other phases of the course. During the second semester, when the

students are actually working on the job three days a week, they may—if they and the employer wish—remain on the job for the entire afternoon. Two days of the week will still remain to be spent on typing and a discussion of on-the-job activities.

Many problems are involved in the organization of such a course. First, we must determine school liability in on-the-job training. The co-operation of local labor councils must be won, and contacts must be made with employers and interviews held. We must be careful of the limitations of both the child labor laws and the school code. We must also be alert to administrative problems, such as the costs of a two hour course with limited

enrollment, the scheduling required to allow on-the-job training, the transportation of students to their work stations, and teacher training and the teacher load.

The course that we have planned is built around the outline given on this page. The outline is flexible and should be varied to meet the needs of individuals in the class.

A great deal of effort is required to instigate and carry through a course of this type, but it is vitally important that we educate our young people for life. The teacher who is willing to devote the necessary time to such a program should reap rich rewards in satisfaction, knowing that he is truly educating young people.

Orientation to Business: A Course Outline

OBJECTIVES FOR TYPING SESSIONS

1. To learn by touch the location of keys and the manipulation of machine parts
2. To develop the techniques necessary for typewriting with maximum efficiency
3. To develop speed and accuracy to the best of each student's ability
4. To apply knowledge of machine operation to simple personal and business problems
5. To develop an appreciation of the importance of accurate proofreading, correct spelling and syllabication, exact centering, and neat erasing

ORIENTATION FOR WORK

1. Planning of course
 - a. Notebook
 - b. Typing-progress chart
 - c. Personal-efficiency chart
2. Survey of available jobs in community (waitress, saleswoman, etc.)
 - a. Work-interest inventory
 - b. Kuder Vocational Interest Tests
 - c. Necessary skills
 - d. Work permits
3. Social relationships
 - a. Character traits
 - b. Business etiquette
 - c. Ethics
 - d. Grooming
4. Use of the telephone
 - a. Films
 - b. Practice
5. Filing
 - a. Alphabetical
 - b. Numerical
6. Duplicating
 - a. Carbon
 - b. Ditto
 - c. Stencil
7. Salesmanship
 - a. Change-making
 - b. Use of cash register
 - c. Sales tags
 - d. Psychology
8. How to apply for a job
9. Budgeting

OPERATION OF PROGRAM

1. Applying for the job
2. On the job Monday, Wednesday, and Friday during class periods (or longer if student and employer so desire)
3. Discussion of problems that arise on the job

Mrs. Weitz will send any interested teacher a more detailed outline of various sections of the course, along with a bibliography of free and inexpensive learning materials.

100 ways to enliven typing, shorthand classes

ALAN C. LLOYD Director, Gregg Typing Services

MANY'S THE TIME you must have wished you had a convenient list of ideas on which to draw when your typing or shorthand class began "going stale." Ideas for refreshing student interest and enthusiasm—ideas for stirring yourself.

Here is such a list—100 ideas for generating enthusiasm in the classroom. Few of these ideas are new to experienced teachers, but all—except the ones you're using now—are new to students. Some of the ideas have resulted from my own explorations; others come from "Trick-of-the-Trade" items in *Business Teacher* magazine, choice articles in BEW's of past years, and talks of conference speakers.

The ideas are grouped for convenience, not in order of importance. I would vote for numbers 14 and 21 as the most "important" and for number 79 as the one with the most potential for hilarity. What is your vote? As you look them over, however, remember—all the devices in the world cannot make up for a teacher's lack of interest and inability to master the skill itself.

THE TEACHER'S ATTRIBUTES

1. Make a fetish of personal efficiency, of "business-likeness."
2. Maintain calm poise, but act quickly.
3. Make decisions in firm, not-to-be questioned tone.
4. Feature unfailing courtesy along with a mild degree of formality.
5. Dress as personal-improvement books say to dress.
6. Let students know you are proud of them; boast about them to others.
7. Show zest for the skill; practice it with students.
8. Maintain an employer attitude—friendly but aloof.
9. Attitude: yesterday, poof (it's gone); today, ah (let's get to work); tomorrow, oh, boy!
10. In general: smiling, polite executive with big staff.

MANNER OF PRESENTATION

11. Present new things with flair and salesmanship.
12. Treat success as a great triumph by the student.
13. Treat no problem as a crucial issue or "big deal."
14. Poll results frequently, but only when you are sure there has been progress; always poll from bottom rung up, not top down.
15. Introduce changes of routine enthusiastically.
16. Give frequent, short demonstrations of your skill.
17. State a skill goal for every class activity.
18. Give extra credit generously, spontaneously, often.
19. Often quote businessmen, alumni, experts, articles.
20. Have a condensed lesson timetable on chalkboard.

ROOM ARRANGEMENT

21. Seat students in pairs, equal speeds together.
22. Keep class together—not spread out through room.
23. Reserve two seats by the door—for receptionist or for a latecomer.
24. Set up "office organization" for classroom chores.
25. Have efficient administrative GHQ—timer, stapler, basket, etc.
26. Have charts (keyboard, brief forms, phrases, etc.) on pull-down rollers in front of classroom.
27. Have seating chart on convenient front chalkboard.
28. Have an overview montage running along a side wall.
29. Have temporary honor roll (wet-board writing) on side board.
30. Have a class-average progress chart in plain view.

BULLETIN-BOARD POSTINGS

31. Autographed photos of superior graduates, of course.
32. Pictures of champions and celebrities in the skill.
33. Pictures of new makes and models of typewriters; or of pens, notebooks, etc., in correct position.
34. Pictures of offices from various magazines.
35. Awards, certificates, honors of all types.
36. News clippings (credit to whoever brings them in).
37. Testimonial letters from happy alumni.
38. Specimens of good work by last year's students.
39. Displays of letters and letterheads from local firms.
40. Copy of material to be used in the next examination.

DISPLAYS ON UNUSED CHALKBOARDS

41. Temporary honor roll (No. 29) for such nonskill qualities as promptness, posture, having materials, techniques, etc.
42. Temporary displays (scotch tape) of current work.

43. Temporary displays (wet chalk) for "drives" (see suggestions in No. 71-80).
44. Chalk-illustrated calendar of school's extracurricular events (such activities as plays, athletic events, club meetings, etc.).
45. Fill-in roster (wet chalk) of class "officials."
46. Check-off list of "What We'll Learn This Six Weeks."
47. Cluster of cartoons (Scotch-taped) that are related to the skill.
48. Chart of brief forms (filled in cumulatively); or of names of machine parts (early in course).
49. List of "Things to Do for Extra Credit This Six Weeks."
50. Outline of steps in a new procedure (letter placement, erasing, transcribing, drilling, etc.).

WELL-DESIGNED POSTERS

51. Career charts showing jobs derived from the skill.
52. Technique drawings: correct posture, holding pen, flipping pages in workbook, chainfeeding envelopes, etc.
53. Correction codes (symbols used in checking papers).
54. Acceptability levels (quality of erasing, quality of notes, quality of arrangement) for student reference.
55. Picture series of a student practicing the skill.
56. Giant specimen annotated for high lights (page of notes, how to star urgent letters; proofreading tricks; etc.).
57. Giant illustrations of letter styles, manuscript forms, envelope addressing, letterhead problems, etc.; or giant illustrations of what is meant by proportion, tapered line endings for fluency, etc.
58. Check lists for inspecting work or doing work.
59. Week-by-week skill scores of classes last year.
60. Tricks-of-the-trade of stenographers and secretaries.

ONE-BIG-EFFORT CONTESTS

61. Boys vs. girls in one class, contest based on what is most urgently needed—speed, accuracy, etc.
62. Class vs. class, based on whatever is most needed.
63. Beginners vs. advanced (handicap based on averages).
64. Team vs. team, one representing each class.
65. Schoolwide championship contest, held publicly.
66. Interscholar challenge contest, class vs. class.
67. Club quickie: writing one word correctly most times in one minute.
68. Club quickie: detect errors in duplicated material.
69. Club quickie: insert words missing from context.
70. Club quickie: number of copies of memorized sentence in two minutes.

SUSTAINED CONTEST-TYPE DRIVES

71. Speed and/or accuracy target—names on arrows.
72. Railroad train, each car a different level of accomplishment.
73. Airplanes, flying at levels of accomplishment.
74. Christmas tree—winners' names on ornaments.
75. Easter basket—names on zero-shaped eggs to indicate accuracy.
76. Skill ladder—names on hands fastened to the rungs.
77. Road map, so many miles for each accomplishment.
78. Team race (slide figures across a wire mounted in front of the room) for any kind of drive—speed, attendance, homework, etc.

79. Penny penalties—caught looking up or hesitating in reading.
80. Cross-country race—barriers represent skill levels.

COMPETITIVE TEAM GAMES

81. Football: Takes 100 yards (points) for a touchdown. Teams get points by number of team members who qualify on assigned performance, such as perfect 1-minute writings at minimum or better speeds; or reading brief-form chart in thirty seconds.
82. Basketball: Every 2 points are a field goal. Teams get points by spotting errors of opponents (catching them looking up in a timing; correcting their error of a shorthand reader before his teammates correct him) or by outperforming them (fewer total errors, etc.).
83. Baseball: Each point is a one-base hit; each missed point is an out; teammates perform consecutively until side retires; members on base must perform or be tagged out. Points are earned by: computing top margins for centering; typing assigned number of perfect copies of alphabetic sentence in one minute; writing correct outline for a dictated word or phrase in Complete Theory Test, etc.
84. Bridge: Points are totals made by partners (words per minute in perfect 1-minute writings, or number of shorthand words correctly read aloud in thirty seconds), with assigned number of chances comprising a "game." Winners advance and losers stay, as with the usual system indicated on tallies.
85. Cross-country motorcade: miles are total points earned by members of teams. Points are earned by simple contest (number of warmup lines typed by end of the first minute of class, or number of lines of homework turned in each day), cumulative for a month or so. Or, any of the point systems in 81-84 can be used for 10-mile jumps.

WATCHING AND HEARING OTHERS

86. Visit a business office; observe use of skill.
87. Schedule a career talk by businessman.
88. Plan demonstration by successful graduate.
89. "Show us how you do it, Mary" demonstration.
90. Taped chat with businessman or skill performer.

MISCELLANEOUS

91. Use problem material from local offices (real dictation by a businessman, in person or taped; real business forms, etc.).
92. Use Today's Secretary (articles on typing, stories in shorthand, career info, test materials).
93. Show films and filmstrips.
94. Use musical "rhythm records" to speed up and smooth out typing, or use recorded dictation (your own, others', and professional).
95. Plan, develop, present an auditorium skill program.
96. Let students "teach"—prepare drills (derivatives, we-23's, loaded sentences), give dictation, direct timed writings.
97. Publish class newspaper, highlighting successes.
98. Record and play back some of the class activities.
99. Have students maintain their own progress awards.
100. Do a modest amount of "artistic" typing (figures, alphabets, border designs, etc.) or "artistic" shorthand (interlaced penmanship drills, drawings composed of shorthand outlines).

TEACHING THE

Third of Four Parts

'EXTRAS' IN

Show students the tricks they'll need to know to solve on-the-job problems

HERE'S JO AGAIN, our former student who has surprised us by making good. She has learned on her job that there are really very few problems involved in getting office dictation into her notebook. Mainly, she has found that she needs sufficient speed to stay with the "ups" of the "ups and downs" of dictation. She finds that there is no trouble taking down pauses in dictation. She merely sits and waits until the dictation begins again. She doesn't stare at her dictator while he is dictating. Staring is horribly disconcerting—her dictator told her so, in no uncertain terms. She finds, too, that much more of the dictation than she expected is at the "confident" level of speed. Particularly in routine letters, the dictator speaks more often at the "confident" level than at his "average" speed.

Jo also discovers that her dictator's vocabulary is quite large—larger than she had expected. She finds that he is quite particular about his choice of words and does not care to have her substitute a word when his own was carefully chosen.

One of the first things Jo learns is that she gets told to do certain things—some, of course, related to the correspondence. She is frequently told the number of carbons to make, particularly if that number is different from the standard procedure. She is instructed about the order of transcrip-

tion. The boss occasionally says, "Do this one first" or "Get this off right away." That letter, of course, may be the first letter dictated or the last letter dictated, or one of the "in betweens."

Jo has learned, too, that some instructions are not direct; they are implied. If the boss says, "Maybe it would be a good idea," Jo has learned that this means, "This is extremely important; do it first; see that it is absolutely correct; and do it quickly." Some are in the form of questions: "Do you think it would be a good idea to . . .?" Jo does not answer, but takes the hint. She writes down some of these instructions—but not all. She listens to what the boss says, figures out the important idea, and jots down enough to remind her. After all, *what* he says is much more important than *how* he says it—and he tends to give directions or instructions at a rapid 160 to 200 words per minute. She has found that the process of writing everything and deciphering it later, as has been advocated by some, simply shifts the difficult part of the problem to the more complex phase of transcribing.

Jo has devised a set of short cuts to use in her notebook when taking any transcription instructions. Such instructions, given during dictation, may include, "Indent and tabulate this" or "Set this up with wider mar-

gins." Whatever devices she uses, she standardizes them for herself.

Jo has learned, too, that there are interruptions during the boss' dictation—the telephone will ring or someone will enter the office. She learns that these interruptions provide a good time for her to read over her notes and to insert punctuation if there are tricky sentences. She spots the beginning of the last sentence dictated because she knows her boss will want to get back on his train of thought. She may have a dictator who expects her to do this automatically, or her dictator may say, "Just give me that last sentence." In any case, however, the interruptions won't hinder her shorthand-writing process; and she learns how to utilize this time, which might otherwise be wasted. Jo learns, too, that she may have to read back an entire letter; and, while she is doing that, her dictator may decide to include additional material. She must, therefore, devise some system to indicate the material to be inserted—perhaps use two capital letters, one in the dictated material at the place of insertion; and the other following this material, where she writes the additional dictation.

Jo's last, and probably her least difficult, problem in office dictation is making changes in wording. There are fewer of these, however, than some teachers would like to believe,

TRANSCRIPTION

H. H. GREEN, Gregg Division, Northwestern University, Chicago, Illinois

and most of them are relatively insignificant, involving only 1 per cent of the total wordage.

Few dictators are able to dictate correspondence without repeating words or rephrasing sentences. This "backing and filling" complicates the stenographic problem by making it necessary for the stenographer to determine (before writing the outlines) which of the spoken words will make the most meaningful notes.

How to Make Changes

The solution that Jo adopts to the problem of changes in wording depends on when the changes are made and the number of words that are added. Jo uses these techniques:

1. If the change involves one word, the outline is simply "patched up." "The" may easily be changed to "this"; or "these" to "those." "S" may be added to make a plural. A present tense can be turned into a past tense with an additional stroke.
2. If the change is made immediately and involves a shorthand outline or two, she simply crosses out the original word with a diagonal line and writes the new word immediately.
3. If several words are to be added—say, up to five—she indicates their place by a caret

(^) and writes them above the line.

4. If the alteration is a major one, involving several new words and/or a reorganization of ideas, Jo encloses the original dictation in brackets, [], and then writes the corrected dictation as it is given. This device is particularly useful when the correction is made some time after the original dictation. In that case, to key the two items together, a capital letter, encircled, should be used both at the start of the new dictation and at the point of its insertion.

These, Jo has learned, are the differences between office dictation and classroom dictation. She is aware that her classroom dictation was designed mainly to build speed, to enlarge her shorthand vocabulary, and to solidify her shorthand theory. Her office dictation, she realizes, is to make someone take some action; and finding the solutions to the problems of taking office dictation now help her to transcribe more intelligently.

Can these solutions be taught in school? Surely. The practice set is again the answer.

(The last in this series of articles will describe the problems of office transcription, and the way our Jo solves them.)



NEW...

1957

GREGG

BOOKS

**Gregg Speed Building Simplified,
Second Edition**

— GREGG, LESLIE, and ZOUBEK

Attractive, sparking, completely revised edition of the textbook for the advanced shorthand course. New *Teacher's Handbook* and *Student's Transcript*, too.

**Applied Secretarial Practice,
Fourth Edition**

— GREGG, FRIES, ROWE, and TRAVIS

A substantial revision of a text that, in its thirty-five year history, has established the pattern of secretarial training classes throughout the country. Brisk writing style . . . sharp, modern illustrations.

Gregg Publishes

McGraw-Hill Books

NEW YORK

CHICAGO

SAN FRANCISCO

Gregg Typewriting for Colleges

— LLOYD, ROWE, and WINGER

New, complete typewriting textbook-package for post-high school classes. Three distinctive texts, three correlated workbooks, complete solutions manual, comprehensive teacher's guide, instructional tapes, and demonstration filmstrips.

Business Letter English, Second Edition

— ROBERTSON and CARMICHAEL

Completely revised text. More complete treatment of business English and more exercise material than ever before. Excellent for courses where a thorough grounding in fundamentals directed toward the writing of business letters and business reports is desired.

Personal Business Law, Second Edition

— SCHNEIDER, SMITH, and WHITCRAFT

This is the book for use wherever a course in the personal application of law is prescribed . . . in all forty-eight states and the insular possessions.

Methods of Teaching Business Subjects, Second Edition

— TONNE, POPHAM, and FREEMAN

Presents practical methods of teaching *all* the major business subjects; including, typing, bookkeeping, shorthand, transcription, business arithmetic, merchandising, general business, clerical practice. Extensively treats individual student differences and discipline.

ing Division

Company, Inc.

DALLAS

TORONTO

LONDON

I. DAVID SATLOW

Thomas Jefferson High School, Brooklyn, N. Y.

bookkeeping classroom management

How to organize and conduct your bookkeeping class

TIME is a most precious commodity in the bookkeeping class. Its meaningful use helps to realize the outcomes of instruction; its unsound use often necessitates the retracing of one's footsteps.

There is no point in our taking one step forward one day in such a way that we shall have to take two steps backward the following day. Yet this is exactly what happens when an attempt to teach a certain topic fails. The day is wasted, and the following day must be given over to both unlearning and relearning.

The suggestions that follow are designed to assist teachers in taking that one step forward each day without taking two backward the next.

Take up one thing at a time. Students frequently find themselves "snowed under" when too much ground is covered in one lesson. The thought that the succeeding two or three lessons will provide plenty of practice on the work is no balm to them.

Taking up one thing at a time does not mean taking up one *topic* or *unit* in a period. That's the very thing we should seek to avoid. We should break down a unit of work or a topic into its component parts and handle one of them at a time. Rather than spend the

entire first lesson of a unit on development and the remaining ones on review and drill, we should include elements of development, review, and drill in each lesson. By making haste slowly, we keep reinforcing the foundation for further work and instill a feeling of confidence along the way.

When we teach one thing at a time, there is a fine opportunity to take up something new—however small—daily. A practice of this kind distributes the learning load, makes progress painless for the slow student, and reduces the risk of boring the bright student. It encourages regular attendance, because students come to realize that they are sure to miss something new if they are absent; at the same time, a student who is unavoidably absent on any one day does not miss too much work, since only a small segment is taken up daily.

By way of illustration, let us consider the study of the personal account in first-term bookkeeping. A student must learn to make entries covering: (a) temporary (or small) withdrawals of money, (b) permanent (or large) withdrawals of money, (c) withdrawals of other assets, (d) temporary advances to the business.

One of each of these types of transactions can be introduced in spiral fashion each day, so that learning is

continuous. The earlier learning is being kept alive through the practice materials, and the newer ramifications are integrated so that the student's horizon keeps widening.

At a given point in the work of the first term, the teacher may wish to call a halt and allow several days for practice on the material covered to date. That's all to the good, but even here something new can be learned—pencil footing, for example. After going over the entries for any simple set, the class can be taught to pencil foot both the debit and credit sides of the accounts and to take a simple trial balance of totals.

Thus, the beginnings of instruction on the balancing of accounts and on the taking of a trial balance can be disposed of very early in the term. Motivation for learning them comes from emphasis on their use as a means of self-checking one's entry work. Once taught, the pencil footings and trial balance become part of the expected procedure for all work submitted.

Another new account may be taken up and its different uses developed. At the point in a unit when nothing new pertaining to that unit is to be taken up, the teacher may wish to spend several days on exercises that will help make the entry work "sink

4. USING YOUR CLASS TIME EFFECTIVELY

in." A further step in the balancing of accounts—the pencil-subtraction phase—can be introduced, after which the class can be trained in the taking of a trial balance or balances.

At these two points, students are not informed that the pencil work is part of a larger process; the pencil footings and subtractions serve as aids in the preparation of a trial balance. Thus, skills that can be purely mechanical under ordinary circumstances are made functional parts of an attempt to verify the accuracy of ledger work. And all this is being acquired as ancillary learning while the class is perfecting its skill in the handling of a specific account.

Learning these skills as little tricks followed by practicing bookkeepers, students form the habits of pencil footing and taking a trial balance very early in the course, at a time when their bookkeeping work habits are being formed. From the point of view of content coverage, the first three steps in the balancing of accounts are removed from the agenda of work to be taken up; similarly with the trial balance.

Plan your work carefully. The lesson plan should reflect mature deliberation before the class meeting. Its form is not so important as its function. Its general scope will of necessity reflect the personality of the person who drew it up and who is to use it; consequently, the lesson plans of two different people can never be identical.

The lesson plan should serve as a blueprint for worth-while activity. The contents of the plan should be so arranged as to allow for a continuous flow of work from the beginning to the end of the lesson. In addition to the usual features, the plan of the alert teacher will indicate any pitfalls to be anticipated in the form of a difficult transaction, troublesome expression, or typographical error that needs correction.

Wherever possible, the plan should relate the topic to the everyday personal or family experiences of students. The need for keeping records, the operation of a checking account, buying on credit, problems involving payrolls and take-home pay—all these strike a responsive chord in students.

Mere planning, however, is not

enough. No plan is of any value unless the user adheres to it. On the other hand, if, in the course of the lesson, students show that they don't know something that you assumed they knew, you should change quickly to another point of contact, leaving for another day instruction to fill the gap thus revealed.

Divide your time equitably among the various phases of the lesson. Too much time taken up on any one phase of the lesson means that less time is available for some other phase. One of the earmarks of the inexperienced teacher is the failure to complete the lesson with the ringing of the bell. The self-discipline of adhering to a time-distribution schedule will prevent this.

Isolate the arithmetic from the bookkeeping. Arithmetic skills are not bookkeeping skills, and vice versa. For example, the ability to arrive at the maturity value of a note is separate and distinct from the ability to record the payment of an interest-bearing note on its due date. Granted, both are important; but both cannot be taught successfully to the average class in any one lesson. The recording of the payment involves so many purely bookkeeping knowledges and skills that a single period does not allow time to take up the additional arithmetic factors.

Does this mean that arithmetic is to be abandoned? Not at all; but it should be consigned to other lessons. The arithmetic can form the core of instruction either very early in the unit or during a later lesson. If it is taken up later, we should supply the class with the amount paid and the face of the note, so that computation is reduced to a minimum.

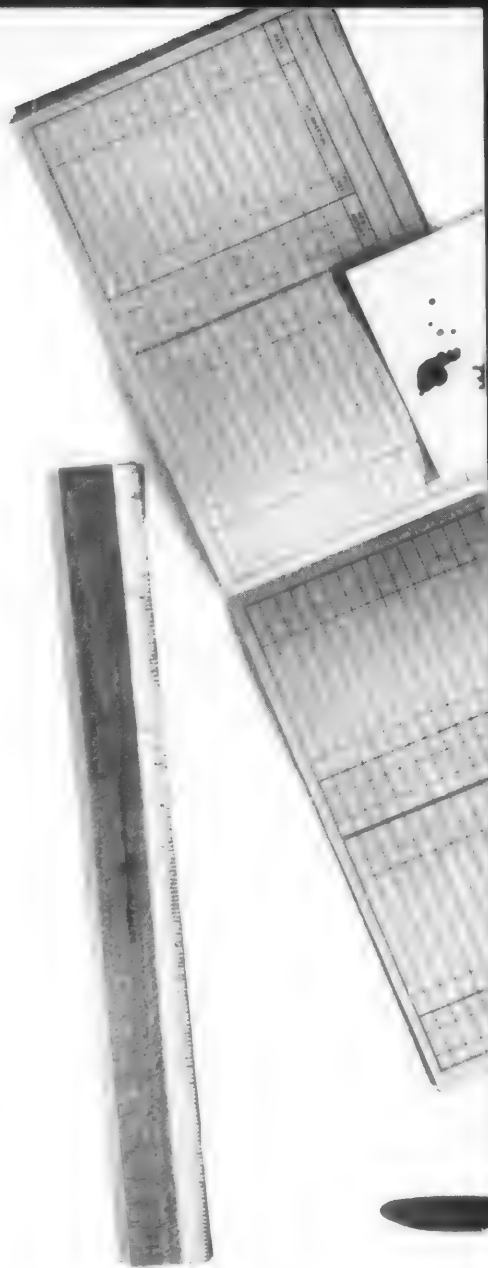
Another point: even if students are skilled in the arithmetic phase, its application during a development lesson on the recording phase makes too many inroads on the time available for instruction in the bookkeeping entries.

Of course, fairly simple calculations are involved here; the problem is far more complicated when we deal with the discounting of notes. But even the simplest calculations conjure up unpleasant associations in the minds of our students, many of whom were selected for bookkeeping because their

poor arithmetic grades in the lower schools barred them from algebra and geometry in high school.

Use simple, round numbers. The principles governing debit and credit that apply to a sale of goods for \$500 are no different from those that apply to one for \$473.69, yet the former takes far less time for both oral and written entry, as well as for the addition and subtraction involved in the preparation of a trial balance. Time saved through the use of simple numbers can be given over to the understanding of bookkeeping principles and their mastery through practice.

Combine theory and practice in each lesson. There is very little effective learning when the work is con-



fined to either theory or practice, since the intelligent bookkeeper should know the *why* as well as the *how*. Unduly stressing the *why* at the expense of the *how* develops a miniature philosopher who is lost when confronted with a set of books. Unduly stressing the *how* and overlooking the *why* produces a mechanical robot who knows what to do but fails to see any significance in what he is doing.

Effective learning entails an understanding of causal relationships. The proper blending of theory and practice will cause students to recognize human dealings as the basis of business transactions, transactions as the foundation for business papers and documents, business papers as the evidence for journal entries, journal entries as the authority for ledger entries, and the ledger as the basis for financial statements.

Class time is used effectively when the theory and practice taught reflect the *current* scene. Students have very little respect for the subject if the transaction informs them that "we paid the shipping clerk \$20 salary" or that "we paid the bookkeeper \$35 for the week." Raising these figures will give our work immediacy. Similarly, we can easily revise the textbook's problem to read 2% for the Social Security deduction instead of 1%.

When a certain type of record, such as the combined cash journal, is prevalent in one's town, a teacher would be wise to teach it. It is simply amazing to discover how, when an instructor's teaching appears to be out of date on just one item, his students and/or their parents will often conclude that *all* his teaching is antediluvian! How can learning be effective under these circumstances?

Blend oral and written work in each lesson. Both forms of expression are important. Oral questions and discussions are valuable for the intercommunication of ideas, for the establishment of values and standards of conduct, and for the recognition of interrelationships. They help students understand the rationale of bookkeeping, and help the teacher determine the degree to which the students are ready for written work. When students are encouraged to *talk* bookkeeping, they begin to *think* bookkeeping. The written work, in turn, gives them the opportunity to learn by doing.

To make certain that written work

provides the students with ample practice on the immediate lesson, we should use materials that are germane to the topic and that are graduated in both difficulty and speed.

The written work is most effective when done both at the boards and at the seats. When the work is confined to the boards and most of the students are inactive, or at best passive, the lesson seems to drag, attention wanders, and students have nothing to refer to when called on to work independently in class or at home. When students work exclusively at their seats, they are left too much on their own, with nothing to guide them, to set the pace of activity, or to compare with for accuracy.

In the teaching of a new topic, a method often followed by teachers who blend board work with work at the seats goes like this:

- One transaction is done at the board. Students discuss various possibilities and agree on the solution, which is written for the entire class to see. The class then copies the entry on paper.

- Another transaction, similar to the first one, is then worked at the board and at the seats simultaneously.

- A third transaction, similar to the first two, is then done at the seats; time is called, the correct answer is announced by the teacher and written by one or more students at the boards.

When new difficulties are introduced in the transactions, the identical pattern of treatment is followed.

Make certain that students know what you're aiming at. When they don't, much wasted motion results. When they do, they can participate actively.

An effective means for giving purpose to the entire lesson is to have the aim flow out of a motivating problem, preferably one that the students are actually facing. Let them formulate it, then have one of them write it on the board in his own language. Relate all the class work to it. At several points in the lesson, the class can take stock by asking, "What is our problem? What progress are we making toward solving it?" At the end of the lesson, the teacher can hurl the challenge, "What problem did we face? How did we meet it?"

To help the students focus their attention on the problem at hand, the teacher must forestall digressions—by himself as well as by students. A few

digressions—and the lesson time is consumed, but not effectively.

Encourage questioning by students.

A question is an index of student interest and the degree of student understanding of the work being presented. Besides revealing a source of difficulty to one student, it may be a clue to what is troubling others who are reluctant to speak up.

A student's question should be regarded sympathetically as an obstacle to his relating the new work to the old. Consequently, the teacher should use infinite patience and diplomacy in handling the question and the questioner. In the hands of a master teacher, a question can be a point of review for the entire class, with a summary question directed at the originally baffled student.

Stick to the same bookkeeping approach. If your department has agreed on an approach, use it as the basic springboard for all development, analyses, and answers to questions. If none has been agreed on, adopt one; and relate all work to it.

It is much easier for the student to apply one pattern or formula in all his work than to try to reason out each problem in a different way. A student who is trained to apply the same basic formula to many situations will understand that all bookkeeping is one entity. Then he will have attained a mature point of view in his approach.

Routinize classroom procedures wherever possible. The more a teacher reduces certain classroom procedures to routine, the more time he has at his disposal for dynamic teaching. [An extended treatment of ways in which the bookkeeping teacher can routinize classroom procedures can be found in the author's "Saving Time for More Dynamic Teaching by Routinizing Classroom Procedures," in *National Business Education Quarterly*, May, 1956, pp. 41-44.—Ed.]

Make maximum use of student assistants. Early in the term, establish routines for distributing and collecting materials. Make sure that all materials required are ready before the beginning of the period. Classroom routines can be disposed of with dispatch—and should be, particularly in a business class. The time thus saved, however, should not be applied toward further routines, but rather utilized in effective learning by the students. (*Part five will appear next month.*)

REVISE GENERAL BUSINESS—FOR EVERYONE

GENERAL BUSINESS is now a well-established course in the business curriculum. It has served a good purpose as an introductory course for business students, but it has never taken its rightful place in the training of *all* students in basic business principles and techniques. What about our college-bound students and those in the general courses? Shouldn't they, too, have some training in the fundamentals of business?

At some time during a youngster's high school training, he is generally required to include in his program at least one course from every area of the school's curriculum—with the exception of a business course. He takes English, math, history, science, art, and music; but the very vital and practical business aspect of his life is neglected unless he plans a career in this field.

It would be rhetorical to ask, "Who needs to know about financing a home, buying goods, balancing household accounts, typewriting, filing, or planning a trip?" In each case, the answer would surely be, "Everyone!" Today, all these are common factors in the lives of average adults—and they can be a nightmarish experience for those with no training in these fundamentals and no innate business sense to guide them. Some schools have tried to meet the problem by developing personal-use courses in typewriting and bookkeeping. To a limited extent, these courses are meeting the business needs of a few students.

What more can be done? One solution would be to make some changes in the content of the general-business course, bearing in mind the end objective: to make this a course that truly meets the business needs of *every* individual. In most schools, general business has been planned for those students who are going on to other business courses; it is almost completely introductory in nature. Little, if any, provision is made for the business needs of students in other areas. But, in today's world, the individual's business life is becoming more and more integrated with his work life, his home life, and his social life. Everywhere, the need for a practical knowledge of basic business procedures is becoming more pronounced.

It would seem to make good sense to include these basic fundamentals of business in one course—to be included in every student's program—rather than have a number of separate personal-use courses that can

THELMA B. CARAM

Wenton (Massachusetts) High School

give only partial business training to a limited number of students. The course should be designed to provide experience in major business areas, with emphasis on typewriting and money management.

Here are suggested units for a revised general-business course, with the approximate time to be spent on each unit (based on five periods per week for a school year of thirty-two weeks):

Unit	Time Allotted
1. Personal Typewriting	12 weeks
2. Personal Bookkeeping	8 weeks
(a) Banking—loans, savings, checking accounts	
(b) Recordkeeping — thrift, budgets, individual income-tax returns, etc.	
3. Transportation—planning a trip, modes of travel, itineraries.	3 weeks
4. The Bookkeeping Cycle—simple bookkeeping for a club or service-type business, understanding simple statements.	6 weeks
5. Filing—alphabetic, for personal and business use.	3 weeks

In twelve weeks of concentrated typewriting practice, every student could learn how to operate the typewriter well enough to care for his personal needs adequately. Ultimate speeds can range from 30 to 50 words a minute. Principles of centering, tabulating, manuscript typing, and letter placement can also be learned to a practical degree.

Every youngster should have the opportunity to learn the intricacies of keeping a checkbook, reconciling a bank statement, and understanding the various types of endorsements. It is fairly commonplace for normally intelligent adults, highly successful in their specialized lines of work, to wrestle painfully with problems such as these—merely because they were never taught how or why at a time when formal learning was an everyday part of their lives.

Budgeting is another "bugaboo" to the average person. In this category should fall practice in the budgeting of time as well as money.

How do our lives (Continued on next page)



tie up with the banks of the community? What are the banks' functions? How do they serve the individual? What steps are necessary in order to negotiate a loan? What are insured savings? Of what use are safety-deposit boxes? The answers to these and many similar questions should be covered in this phase of the unit.

Income taxes? Even the simplest return is too involved for many of the uninitiated, but not too involved for the average high school student who has had the proper instruction. Most people will, at some time, have occasion to make out one of these forms. Some will eventually learn the hard way—through trial and error; the more conscientious may visit the revenue office to learn there what should have been taught to them in school.

Planning a trip, understanding simple bookkeeping procedures, learning to file—a knowledge of these is necessary to more people than just those who are actively engaged in office jobs. Homes, as well as social or fraternal organizations, would be run more efficiently if every person knew the rudiments of these basic business skills.

As for the *business* student in the general-business course, a revised course can make him more aware than ever of the influence of business on his everyday life, and of the ways in which he can put the tools of business to work for him; and, as before, the course would serve as an introduction to the business courses that follow, reinforcing the technical procedures to be taught later.

Guidance People Can Help

Where should general business be placed in the curriculum? Because this revised course will be introductory for some and terminal for others, it might be well to open it to all students at any time during their high school years, with a particular recommendation for business students in the ninth or tenth grade, and for others in the eleventh or twelfth grade. Guidance counselors can then fit the course into the programs of all students, at whatever level seems best for their individual needs.

It is time for business educators to help everyone realize that a knowledge of business is a practical necessity in this age, and that it is everybody's business to do something definite and constructive about it.

How Do You Rate in

When a teacher is satisfied that his students can carry a job through to completion, he can indeed be proud. It is more important to accomplish this than to produce a typist who can type ninety words a minute.

MARIETTA CAIN, Anderson (Indiana) High School

CURRENT SURVEYS have pointed up the fact that most business-education students who fail on the job fail because of a lack of desirable personality traits, rather than a lack of skills. It behooves us, as teachers, to begin to think of ways to develop these traits.

A thorough analysis of your teaching methods should be the first step. Can you pass the self-evaluation test that accompanies this article? Ask yourself if you are developing all the personality traits that are checked beside each question. [Though some traits appear to be checked arbitrarily, we have chosen to repeat the exact selections used by the author.—Editor.]

Since one learns best by actually doing, we should first attempt to set up a classroom atmosphere similar to that of an office. For instance, in an office-practice or advanced-typewriting class, the student might perform work for teachers or help to publish a mimeographed school paper. This requires stencils or master copies to be typed. Responsibility for meeting deadlines and for proper care of equipment, pride in achievement, ability to carry a job through to completion, co-operation with a group or team—all of these will effectively develop good personality traits. A rotation plan involving classroom office machines will promote adaptability, another good trait.

The development of these good

habits is not, however, a matter of concern only for the business department. The whole school must be conscious of their importance. One aim of secondary education is: The development of the "whole" child by the whole school.

Near the end of each semester, a personality rating of your individual students will prove to be the final evaluation of your methodology. Give each student a small, duplicated copy of a personality-trait slip. On this slip the student writes his own name and the name of his home-room teacher.

Student Expects Rating

The student handbook has previously explained each trait so that the student is aware of how he will be rated. You then evaluate each student's personality traits, mark the slips, and place them in the mailbox of the appropriate home-room teacher. Each classroom teacher does the same for all of his students. The results are compiled for every student and the average rating of all teachers is recorded on the student's home-room file and on his report card.

Even though teachers may not agree on individual traits, some validity does appear in average scores. The businessman is slowly learning to refer to these personality ratings, as well as to grades, when considering an applicant for a job.

Personality Development?

Evaluate Your Own Typewriting Teaching Methods

1. When students enter the room, do they get materials ready for the day's work, check the typewriter, and start on some type of warmup drill?
(Or have I permitted poor work habits to form, by waiting for students to find their equipment and not challenging them by suggesting what might be done in this preclass period?)
2. When I am ready to begin work, does everyone cease typing or talking and listen, as in an office?
(Or do I allow even one student to insert paper and set margins while I talk?)
3. While a drill is being conducted, do typists, without being told, help their neighbors, thus saving teacher's time in moving from individual to individual?
4. Do students write down instructions concerning their daily assignments?
5. Do students volunteer to help absentees, bring in bulletin-board ideas, and otherwise show initiative?
6. Are "office" deadlines set up for the students to follow?
7. Do both beginning and advanced typists assume responsibility for their typewriters? Do my students spend the last two minutes of the period cleaning their typewriters for the next class?
(Do I grade their care of their typewriters? Or do I assume all responsibility for myself by regularly distributing and collecting materials to clean the machines?)
8. Do students return cleaning materials, keep the floor neat, keep their desk drawers orderly, and in other ways demonstrate tidy housekeeping?
9. Do students proofread their work before taking it out of the machine?
(If I accept only mailable work, they will learn to do this.)
10. When erasing, do typists move the carriage to the side and take pride in making neat erasures?
(Neatness, proofreading, and mailability will approximate office requirements, if I permit erasing early in the course.)
11. May students move freely about the room—and without taking advantage of this privilege?
(Do I allow them to consult the dictionary, use the paper cutter, or refer to folders, without raising their hands for permission?)
12. Does every student try to do neat work, and is he proud of his finished work?
(Do I insist that slipshod work be retyped, just as in an office?)
13. Are the students conscious of self-improvement?
(Do I promote self-competition, rather than praise a speedy typist? Do I set goals that can be achieved, and thus encourage the "success" feeling?)
14. Have the students gracefully adapted themselves to the different makes of typewriters?
(Do I have a definite rotation scheme?)
15. Do the typists do extra work?
(Do I show students their advancement each day by means of work accomplished, posted charts, or their own records, thus creating a greater interest in outside work?)
16. Do students contribute their own ideas and feel free to ask questions?
(Do I promote a feeling of equality—that all are accepted members of the group?)
17. When tests are given, do students realize that only what they know or can do is important? Do they want to be on their own?
(Have I tried to develop a realization of self-progress, by even, at times, leaving the room?)
18. Do my typists start typing or continue to type, when a visitor enters the room and starts talking to me?
(Or do I have to scold them in order to make them work?)
19. Can my students take different kinds of tests, and can they think through the comprehensive ones?
(Do I let timed-writing tests comprise only a small part of my typing grade?)
20. Can students do problem-solving and apply what they have learned to new situations?
(Or do I do all the thinking for them? Do I go outside the text for projects or assignments?)

Co-operation	Consideration	Good Work Habits	Initiative	Interest In Work	Pride In Work	Responsibility	Thinking Ability	Trustworthiness
x	x	x	x	x	x	x	x	x
x	x	x		x		x	x	
x	x	x	x				x	
		x	x	x	x	x	x	
x	x		x	x				
x		x	x	x		x	x	
x	x	x	x	x	x	x	x	x
		x	x	x	x	x	x	
x	x	x	x	x	x	x	x	x
		x	x	x	x	x	x	
x	x	x	x	x	x	x	x	x
		x	x	x	x	x	x	
		x	x	x	x	x	x	
x	x	x	x					
		x	x	x	x	x	x	
x	x	x				x	x	x
x	x	x	x	x			x	x
		x	x	x				
		x	x	x			x	

You Can READ FASTER and BETTER



8. How Well Do You Read NOW?

NILA B. SMITH, Reading Institute, New York University

IN THE FIRST installment of this series, you took a test to find out how well you read before you did any work with the material. At that time, you checked both your speed and your comprehension in reading a nontechnical selection.

In this installment, you will have an opportunity to take another test to find out how well you read *now*. The article provided for this test is also nontechnical and easy to read. You can read this type of article at your highest rate; so, force your speed as suggested in the second installment, and use all other previously outlined techniques that are applicable to the reading of this selection.

After you read this article, you will be given a speed check and a comprehension test. The results of these two checks will enable you to compare your speed and comprehension scores at the present time with those you made in reading the article in the first installment.

Jot down the time you begin reading and the time you finish, as usual.

Time Begun-----

CAN READING WITHSTAND THE COMPETITION?

"I count that man a friend," said Abraham Lincoln, "who gives me a book. Everything I want to know is in books."

Modern man might argue with Lincoln. He might say that now much that we want to know can be gotten from the radio, television and the movies. Since Lincoln's time, science has grooved many new channels of communication.

There is no arguing the great value and utility of these new media. They are attractive and seductive. To read is to think, to conjure up in the imagination the scenes and characters suggested by the printed lines. Reading, in other words,

is an active process. Sitting before the radio, the TV set, or the movie screen is essentially a passive occupation, a "spectator sport." Beyond doubt, the new media have brought a great deal of ease into our hurried lives. They have also brought, at least to the minds of thoughtful men, an uneasy question.

What of reading now? The new media are so easy to take. Will they shortly force reading, which requires effort, to bow out of the picture? Is the day near when we will sweep our libraries into the ashcan and lose touch forever with all that sparkle, all that refreshment for mind and soul that great men and women have preserved for us between the covers of books?

The men and women who are seeking reading improvement these days say, "No." They say that only on the printed page can they find the specialized knowledge that their jobs and social obligations demand. And, in addition, many of these modern adults express unsatisfied hunger for the personal enjoyment that can be found only in reading novels, books of travel, biographies, and the great classics that have stood the test of time.

Needs for Reading

Daily, I talk with adults who deeply feel the need for reading. A few of their quotations follow to indicate the types of reading needs that are felt in this day and age:

Mr. B., a sales manager for a company that manufactures technical gadgets, came up with this story: "These gadgets that my company sells change so rapidly that I just can't keep up with the developments unless I do a tremendous amount of reading. In my work, I have to know all about these different products in order to talk with the salesmen in the field. If I don't speed up my reading, the time will soon come when I won't be able to go to bed at all."

Mr. K., an oil executive, expressed his need for extensive and thorough reading in this way: "I have to know what's going on in 'the world of oil'—markets, prices, supply and demand, new developments, effects of current happenings in the oil

industry, and so forth. Trade journals and new periodicals are piling up on me. I must find some way of covering them more thoroughly and extensively. This information is vital to my work."

Mr. K., a radio announcer, had this to say: "I've recently been made an announcer. The program to which I've been assigned is concerned with classical music. I have to read continuously for information about the great composers, the period in which they lived, the conditions under which they worked, the circumstances that led to certain compositions. Furthermore, I need to know about artists and poets and writers who lived contemporaneously with the music masters. All this I need right along in my daily work. Right now, I want to cover all the works of Shakespeare—in this case, not because I need Shakespeare in my work too much, but simply because I've become interested in all this classical stuff."

Mrs. L., an attractive black-haired woman of Iraqi birth, began with a timid but determined approach. "My husband was an American," she explained with a charming accent. "He brought me to this country and taught me English and to read a little. Now the children beg me to read stories and comics to them. I can't read well enough so they can understand. Today my three-year-old said, 'Mummie, you should read better than that. I don't know what Peter Rabbit said.' Please teach me to read better so my children can enjoy the stories in their story books. And I'd like to do more reading on my own, too—current events, plays, novels, home magazines, and so forth. I feel that I'm missing a lot!"

Mr. H., president of a beverage company and a fabulously wealthy gentleman, was sixty and on the verge of retiring. "All my life I have longed to read," he said, "and never could spare the time. Now I am going to have plenty of time, but I read so slowly that I won't be able to cover half the books I want to. Speed me up so that I can satisfy the hunger that I've always felt for novels, books of travel, biographies—and all the rest."

Here we have a few examples of needs that individuals feel for reading—pressing needs for specialized information pertaining to their jobs, and personal needs for enlightenment and enjoyment.

Advantages of Reading

Not only do we need to read, but the medium of reading has certain advantages

over the other media—advantages that are inherent in reading itself and that can be realized through reading, and reading alone.

In reading, you are free to choose what you want and to interpret it in terms of your own thinking. It is inconceivable that Americans, brought up in the rough-and-tumble of democracy, would ever abrogate this right, would ever submit to having all their information and entertainment ladled out to them on a limited take-it-or-leave-it basis.

In reading, the heritage of the ages is stored up for us and holds out to us an inexhaustible source for selection. Reading embraces a greater range and variety of material than is available through any other communication medium, and it is readily available to us whenever our individual time or interests move us to explore the printed trailways.

Another advantage that reading has over other communication media is that it is speedier. For an efficient reader, reading is more economical, timewise, than TV, radio, or motion pictures. The rapid reader, for example, could probably gather as much information by skimming a newspaper for five minutes as he could obtain from a fifteen-minute broadcast slowed down to the rate of the commentator's oral speech and interspersed with commercials, station identifications, and other radio conventionalities. Try it and see!

Reading has still another significant point in its favor, as compared with the more modern media. The reading process is more adjustable to our individual purposes and rates of assimilation. In reading, the individual may proceed at his own pace, he may choose that to which he wishes to give attention and skip that in which he is not interested. If he doesn't quite understand a phrase or sentence, if he enjoys some particularly beautiful passage and wants to linger over it—then he may turn back and go over that section again, as many times as he likes. Movies, radio, and television have one speed aimed at mass consumption—that is all. Maybe you didn't understand parts of the presentation; maybe you would like to see or hear parts of it again; maybe it was too slow for you; maybe it was too fast for you—all these are beyond your control in using any medium except reading.

Surely the movies, radio and television have entrenched themselves in American life to such an extent that no one would care to argue the question of their endurance and future possibilities. They are truly wonderful inventions, and most of us would feel that life would be drab indeed without them. There is, and should be, a very large place for these mass-communication media in our present-day living. But this doesn't necessarily mean that the activity of reading is going to pass from the American scene.

No, reading is not on its last legs. On the contrary. Rising book sales and peak magazine subscriptions indicate a growing interest in reading—partly, one suspects, because the newer media of communication are stimulating among an ever-widening audience a desire for the benefits that reading, and reading alone,



SHORTHAND CORNER

JOHN J. GRESS BELVIDERE (N. J.) HIGH SCHOOL

Now that I am a lesson-plan-carrying

member of the secondary-school teaching profession, I am once again in class-to-class and room-to-room contact with beginning teachers of business education. Since I am also concerned with the educational pursuits of my charges in grades nine through twelve, I have, because of my teacher-training background, become increasingly aware of the part that a well-prepared lesson plan plays in the successful conduct of a given class. Thus, I have had the good fortune to observe an interesting series of events in dealing with the beginning teacher's handling of lesson plans.

Now, you will recall that I stated that a well-planned lesson has its place in every teacher's daily program. Many of us, however, have come to realize that, though a lesson plan serves its purpose, it is not intended to be a "straight jacket" that the teacher is forced to follow. As a matter of fact, many teachers, beginning and experienced alike, will agree that frequently it is next to impossible to follow a lesson plan step by step and page by page. This is even more apparent when preparing a set of lesson plans for as much as a week in advance. Then, it cannot be a minute-by-minute outline; and most administrations require only that each teacher's general plans be available to any substitute teacher who is called in to take charge.

Let us consider, if you will, the handling of lesson plans in the subject area of this column—shorthand. A number of beginning shorthand teachers discussed their lesson plans with me, and I was pleased to discover the effort they had taken to whip up such effective plans of procedure. As I listened to them, however, I realized that they had spent so many hours in preparing these plans because they wished to accomplish too many things during the forty minutes of class work to which they were entitled.

After examining their lesson plans more closely, I was amazed to learn what had been included in each teacher's "plan of the day." Some of the beginning teachers were, in effect, attempting to rewrite the methods generally used in the presentation of Gregg shorthand. At this point, one could well understand why the preparation of shorthand lesson plans was such a trying chore for the young teachers involved—and, I presume, for beginning shorthand teachers everywhere.

Perhaps these teachers were unduly concerned with the matter of objectives, methods, motivating devices, and other teaching helps. Many years of teaching have taught me that there is no one way of teaching shorthand or any other subject. It is a matter of record, however, that certain methods of teaching shorthand have been tried and have been proved to bring about unusually effective results.

The authors of *Gregg Shorthand Simplified*, in both the first and second editions, have done an unusual job. They have taken almost every possible step to simplify the beginning shorthand teacher's job. There is little need for a teacher to belabor himself with untold hours of lesson planning. Practical suggestions, devices, results of experiments, etc., are carefully discussed in the teachers' manuals that accompany Gregg texts.

Many answers to your shorthand teaching problems are contained in these publications. If the time is taken to examine them carefully, beginning shorthand teachers will eventually agree that lesson planning can become simply a matter of noting what the authors of the system have discovered and wish to communicate. Of course, there is also—and always will be—a place for those personal teaching gimmicks that individual teachers find especially effective in the training of tomorrow's secretaries.

Progressive

SHORTHAND SPEED TESTS

H. M. ALLEN, HARTFORD UNION FREE HIGH SCHOOL, HARTFORD, WISCONSIN

EDITOR'S NOTE: This is the fourth in a series of eight Progressive Shorthand Speed Tests. Each test consists of five minutes of dictation matter, each minute of which is to be dictated at a speed of 10 words a minute faster than the preceding month. This procedure is designed to stimulate each student to attain the highest speed he possibly can. Each month's dictation begins at a speed 10 w a m higher than it began the month before; the last month's dictation will cover the 100- to 140-w a m range.

Recommended grading plan: Grade each minute separately, then give the student credit for the fastest minute that he passes—on the basis of a 5 per cent error allowance (three errors for the minute at 60 w a m, four errors at 70 or 80, five errors at 90 or 100).

The author suggests (1) that this dictation matter be used as drill material after it has been given as a test—drilling first on the underlined words, second on hard phrases, and third on hard sentences; (2) that, after drilling, it be given again as a test and marked according to the same system as before—the gain in students' grades will be good motivation; (3) that this test be removed from the magazine in order that it may be filed for future use.

TEST 4. 60 to 100 WAM

(marked every 15 seconds)

Dear Sir:

Pardon the seeming persistence, but this third letter would probably never / go into the mail were it not for the fact that we value your patronage; / that we are eager to have you with us again, satisfied.

We have / carefully searched our records to discover whether some inconvenience reported by you had not been (1) attended to; but we find nothing, no mention of any kind. And this makes us wonder / why you have not made a purchase here for the past several months. We feel that we / can please you with large, varied stocks, with intelligent service, with experience in markets here / and abroad, with prices that are moderated to a fair level because of the large buying (2) power of seven great stores.

If we have given you reason for stopping your patronage, we would deem / it a favor to have you tell us so on the enclosed card. We will make amends.

On the other / hand, if you have had no need recently of what we have to offer, will you let us / have your assurance? It will be appreciated. Yours truly,

Dear Sir:

Thank you for your letter of August 8 in (3) answer to our suggestion for continuing the operation of your department. We are very much disappointed that you still feel as you do / about canceling the agreement, for, apart from the dollars and cents value in our transaction, up to the present, / such a spirit of friendliness has been maintained that it will cause us real regret to draw our relations to a close. /

No doubt other representation can be obtained, but that is beside the point in this instance. We were extremely anxious to (4) remain actively associated with you, and if it had been at all possible to make the change in rates that would insure that continuance, / we would have made it without any hesitation; but unfortunately, it could not be done. Have you definitely decided to discontinue, / Mr. Jones? If you have, then we want to thank you now for the business you have given us and to wish you / success in the future. It has been a pleasure to do business with you. We would be glad indeed to resume these relations. Yours truly, (5)

can provide. Reading will hold its own, because it has advantages that are inherent in reading itself—advantages that can be fruitfully supplemented but never displaced or duplicated by any other form of communication.

Checking Your Speed

Time Begun:

Time Finished:

Reading Time:

Reading Rate:

Comprehension Score:

Write the time begun, time finished, and reading time in the table, as usual. Compute your reading rate by referring to the scale below and write that number in the table also.

MINUTES	5½	5	4½	4	
W.P.M.	244	268	298	335	
3½	3	2½	2	1½	1
383	446	532	670	890	1340

Checking Your Comprehension

Without referring back to the article, read these statements and write "Yes" at the beginning of each one that you think is correct, and "No" at the beginning of each one that you think is incorrect:

- 1. Modern man would probably agree with Lincoln in his attitude toward books.
- 2. Television requires more active effort than reading.
- 3. There is no arguing the great value and utility of the new media of TV, radio, and movies.
- 4. The oil executive felt a need to do more reading in connection with trade journals and periodicals that had a bearing on his special field.
- 5. The radio announcer wanted to do more reading of Shakespeare because he needed it particularly in his work.
- 6. The president of the beverage company particularly wanted to read for more information about his business.
- 7. Reading embraces a greater variety of material than is available through any other communication medium.
- 8. For an efficient reader, reading is more economical, timewise, than TV, radio, or movies.
- 9. Reading is more adjustable to our individual purposes and

rates than other communication media.

--10. Book sales and magazine subscriptions are suffering heavy losses due to the newer media of communication.

Check the accuracy of your answers with this key. Allow 10 points for each correct answer, and record your total score in the appropriate space in the table.

1. No	4. Yes	6. No	8. Yes
2. No	5. No	7. Yes	9. Yes
3. Yes		10. No	

Compare the rate and comprehension scores that you made in reading this article with the ones you made in reading the first article in this series.

The scores on this last test should show that you have made much improvement. Your improvement should not cease, however, with this last test. No end points have been found for the number of words per minute that an individual can read, nor for the degree of comprehension that he may attain. Keep on practicing the techniques that you have been taught, and keep on improving! The frontier is open to all who care to adventure in the realm of reading improvement. (This installment concludes the series.)

STATEMENT REQUIRED BY THE ACT OF AUGUST 24, 1912, AS AMENDED BY THE ACTS OF MARCH 3, 1933, AND JULY 2, 1946 (TITLE 39, UNITED STATES CODE SECTION 223) SHOWING THE OWNERSHIP, MANAGEMENT, AND CIRCULATION OF

BUSINESS EDUCATION WORLD, published monthly, except July and August, at Philadelphia, Pennsylvania for October 1, 1956

1. The name and address of the publisher, editor managing editor, and business manager in: Publisher, McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, N. Y.; Editor, James Bulger, 330 West 42nd Street, New York 36, N. Y.; Managing editor (none); Business manager, E. Walter Edwards, 330 West 42nd Street, New York 36, N. Y.

2. The owner is McGraw-Hill Book Company, Inc., 330 West 42nd Street, New York 36, N. Y. Sole stockholder: McGraw-Hill Publishing Company, Inc., 330 West 42nd Street, New York 36, N. Y.; Stockholders holding 1 per cent or more of stock: Donald C. McGraw and Willard T. Chesler, Trustees under Deed of Trust dated 1/14/21, as amended, m/b James H. McGraw (deceased), Donald C. McGraw and Harold W. McGraw as Trustees under indenture m/b James H. McGraw dated 7/1/37, as amended; Donald C. McGraw (individually); Harold W. McGraw, individually; Elizabeth M. Webster, c/o Donald C. McGraw (all of 330 West 42 St., New York 36, N. Y.); Mildred W. McGraw, Madison, New Jersey; Grace W. Mehren, 538 Arenas St., La Jolla, Calif.; Gray & Co., P. O. Box 191, Church St. Station, New York, N. Y.; Merrill Lynch, Pierce, Fenner & Beane, 70 Pine St., New York, N. Y.; Touchstone & Co., c/o Wellington Fund, Inc., Claymont, Delaware

3. The known bondholders, mortgagees, and other security holders owning or holding 1 per cent or more of total amount of bonds, mortgages, or other securities are: None

4. Paragraphs 2 and 3 include, in cases where the stockholder or security holder appears upon the books of the company as trustee or in any other fiduciary relation, the name of the person or corporation for whom such trustee is acting; also the statements in the two paragraphs show the affiant's full knowledge and belief as to the circumstances and conditions under which stockholders and security holders who do not appear upon the books of the company as trustees, hold stock and securities in a capacity other than that of a bona fide owner

McGraw-Hill Book Company, Inc.
John J. Cooke, Secretary

Sworn to and subscribed before me this 14th day of September, 1956 (Seal.) Janet A. Hartwick, (Commission expires March 30, 1957.)

DECEMBER, 1956

NEW-MATTER

DICTATION

with Previews

CHARLES B. HICKS, OHIO STATE UNIVERSITY, COLUMBUS, OHIO

EDITOR'S NOTE: This group of letters is the fourth in a series based on common types of business correspondence. The letters are marked off in groups of 20 standard words and may be dictated at any speed desired.

Collection letters usually come in several stages, with the tone gradually growing stronger. Here's how a retailer might use them.

4. COLLECTION SERIES

Inside Address:

Mrs. James Donaldson
812 Seventh Street
Your City

Signature:

B. F. Freedenburg
Credit Manager

(1)

Dear Mrs. Donaldson: May we call your attention to the unpaid balance of \$52.37¹ outstanding on your account?

If payment has already been made, please forget this reminder. If not, will² you please send it today?

We'd appreciate it. Sincerely, (51)

(2)

Dear Mrs. Donaldson: One of the more difficult things in writing to a good customer about a past due¹ bill is finding just the right words.

You will agree, Mrs. Donaldson, that this is a friendly store. We want you to² be pleased with our merchandise and service. Credit is a part of that service—arranged so that you can enjoy its³ convenience.

Of course, we want to keep this same spirit of friendliness in our collection department, because⁴ that is the way we like to do business.

Perhaps we should just say, "Mrs. Donaldson, you owe us \$52.37 and it is becoming quite past due. Will you please pay now?" Sincerely, (116)

(3)

Dear Mrs. Donaldson: Your account is now over four months past due. You can understand, we are sure, that it is¹ not possible to carry your account on our books indefinitely without settlement.

We certainly do² not wish to cause you any embarrassment nor resort to unpleasant legal or collection procedures.³ Immediate arrangements, however, must be made for payment of your long overdue balance.

To protect your credit⁴ standing, you must send your check at once. Yours truly, (89)

(4)

Dear Mrs. Donaldson: On my desk this morning is a list of accounts scheduled to go to our attorneys for¹ collection.

You can avoid this step by sending us the \$52.37 immediately.² I will hold the list for five days, awaiting your action. You realize, of course, that this is our last notice³ to you, and that it is to your best interests to avoid any legal action and to protect your credit standing.

You must remit at once. Respectfully yours, (89)

Preview Outlines

0 1 2 3 4 5 6 7 8 9
10 11 12 13 14 15 16 17 18 19
20 21 22 23 24 25 26 27 28 29
30 31 32 33 34 35 36 37 38 39
40 41 42 43 44 45 46 47 48 49
50 51 52 53 54 55 56 57 58 59
60 61 62 63 64 65 66 67 68 69
70 71 72 73 74 75 76 77 78 79
80 81 82 83 84 85 86 87 88 89
90 91 92 93 94 95 96 97 98 99

KEY: (1) Donaldson, reminder, we'd. (2) One of the, past due, of course, friendliness, will you please. (3) You can understand, that it is not, indefinitely, resort, procedure. (4) Attorneys, Respectfully yours.



RAMON P. HEIMERL COLORADO STATE COLLEGE, GREELEY, COLORADO

CONSUMER education

Field trips are definitely a direct approach to consumer education. Seeing a process firsthand can never be replaced by other types of learning activity. Not only is observation of many business pursuits possible, but opportunity for planned inspection of many details is provided.

Proper use of field trips can add greatly to the effectiveness of a class presentation. Consumer problems will seem more realistic if excursions to business and industry are used to supplement classroom discussions. Of course, these trips must fit into the class work smoothly. The amount of groundwork will determine the success of the trip. Teachers should check carefully on all physical details to insure such success. General textbooks on visual aids provide check lists for planning field trips, together with the "don't's" one should observe.

The uses of field trips are numerous. They might introduce a unit, emphasize conclusions reached in class, or synthesize or summarize a topic. Teachers should spend time carefully analyzing the objectives of a trip before it is made. Such trips can stir interest in a particular subject that students do not realize is important. After a class discussion, an excursion to a plant or business might emphasize various points more forcefully than a textbook or a teacher can. After a careful class study of some topic, the class can apply the principles discussed in the classroom by visiting the actual scene of business activity, thus observing more carefully the functioning of that particular kind of business.

Opportunities for field trips exist all about us. Since consumer education deals with the daily business problems of every citizen, any phase of distributing, processing, or manufacturing will furnish firsthand information. Every town, no matter how large or small, has places of interest to the consumer.

Everyone should know the operation of a retail establishment in order to appreciate why products are priced as they are and why they are available in the sizes, shapes, packages, and quantities that we see. Seeing the handling of goods in a retail establishment clarifies the reasons for markup on products. Various distributing firms may be visited to investigate the process by which products reach the consumer. Jobbers, wholesalers, and others in the distribution line may also be visited.

Any agricultural processing plant might be a source of consumer information. This would include a meat, poultry, or vegetable processing plant. Modern dairies can also furnish information to the average consumer who has no idea of the processes involved. On the other hand, visiting city, county, state, and Federal offices can shed light on the need for the heavy taxes that many consumers complain about today. Such visits might convey a better idea of the expense involved in running the various governmental operations that the average consumer usually takes for granted in his daily life.

Resourceful teachers who study their own communities will find sources of information for the consumer. Businessmen in the community are generally helpful in suggesting various places that a class might visit. Perhaps using interested businessmen on an advisory council will prove helpful to consumer-education teachers, just as it has to the vocational teachers in the high schools. Files of the various trips might be of help in planning future field trips. And don't forget to ask your students themselves, for they will often have ideas of what they would like to observe in their own community. Many times we all live too close to an activity to appreciate its importance to the business world.

OBSERVATION FOR A WEEK

(Continued from page 17)

is held in the high school. This luncheon is for businessmen and is sponsored by NOMA, whose chairman runs the event. The five students from the Planning Committee are present, and one of them gives the student point of view of Observation Week. The office-practice teacher gives an over-all report of the week-long activities.

She concludes with an evaluation of these five objectives of Observation Week:

- To provide experience in a business office that will aid the student in evaluating his interest in and aptitude for a specific type of office job.
- To familiarize the student with the various job opportunities offered by a particular organization and the possibilities for advancement in that organization.
- To aid the business establishments to make their products, services, and job opportunities known to the students and, through them, to the community as a whole.
- To show how the student's school training has its application in a business office.
- To observe live employer-employee relationships, thus encouraging proper business habits and attitudes, plus an appreciation of management's role in providing desirable employee benefits.

First Visit Is Enlightening

Office Observation Week in some cases gives the students their first look inside an office. The visit takes away the initial psychological fear of approaching an office to apply for a job. It proves to the students that businessmen are friendly, helpful individuals, who are concerned with happy office relationships and smooth efficiency. It gives them something to strive for; for instance, many of them realize that their English is not as good as that which they hear in the office. It shows many of them who would never have believed it otherwise that filing can be interesting. It makes them independent of one another. It gives them an idea of the type of office work they would really like and decreases the amount of changing from one job to another early in their careers. Most important of all, it is an experience from which

they emerge a little more mature and with a little more purpose in their work.

Businessmen also benefit. They get a better understanding of the high school and see more clearly what we are trying to accomplish. They often regard the program as a source of advertising, for the students always return to school with a keen appreciation of the equipment they have seen, the facilities they have enjoyed, the pleasant relationships they have observed, and the new interest in business they have developed. Often the businessman hires the girl who has come to observe. Some girls apply for employment at a company because of what they have heard in another student's report.

Observation Week serves to bring the school and business closer together. The businessmen and the teachers know one another personally, and there is a feeling of co-operation for the benefit of both. The teachers—particularly the one who visits the students while they are in the offices—also gain a more accurate understanding of what is going on in the office today, what kind of equipment is being used and what type of employee is in demand.

OBSERVATION FOR A DAY

(Continued from page 15)

employer, to the secretary, and to the other people in the office. Later, each student also wrote a thank-you note.

Visiting day dawned clear and beautiful. I waited impatiently for my students to return to school the next day with their reports. (They had been excused from school all day.) All brought in written reports, and, in turn, each gave her report orally. The impressions varied from, "Oh, I want to work for that company," to "Not for me." Most gratifying of all, the girls gained enthusiasm for working in an office as a stenographer. Copies of their reports contained insight into the characters of businessmen and the duties expected of their secretaries. I probably could not teach in a year the specific points those students learned from an actual day in an office. Soon, I hope, a day will be set aside for all business-education students to profit from such a "laboratory" experience.



teaching aids

JANE F. WHITE DELANO JOINT UNION HIGH SCHOOL, DELANO, CALIFORNIA

Monograph listings. Two new monographs have been prepared under the Service Projects Committee of Delta Pi Epsilon. Monograph 94, "Free and Inexpensive Business Education Materials," was prepared by a special committee on which I served as chairman. It is a compilation of material covering five areas and over thirty categories in the business-education field. Monograph 92, "Visual Aids for Business and Economic Education," is of a similar nature but concentrates mainly on films, filmstrips, charts, and recordings. It includes names and addresses of producers and distributors and a brief reference list of books and magazines. Both monographs are free. They are published by South-Western Publishing Company, 5101 Madison Road, Cincinnati 27, Ohio.

Business letters. "Cy" Frailey, one of the country's foremost authorities on business-letter writing, has written a concise booklet, "How to Write Business Letters." It is a useful guide for business-correspondence classes and is available from Dartnell Corporation, 4660 Ravenswood Avenue, Chicago 40, Illinois. Single copies are 40 cents each; 60 to 99 copies are 30 cents each.

Economic geography. "The Story of Cane Sugar" is available free from The American Sugar Refining Company, 120 Wall Street, New York 5, New York. The booklet is small, but it is generously illustrated and contains useful information on cane sugar.

Government publications. The Department of Commerce has recently revised two of its most useful business bulletins. "Establishing and Operating Your Own Business" briefly presents the opportunities and responsibilities of beginning a small business. The price is 35 cents. "Developing and Selling New Products" sells for 40 cents. Both these booklets are ordered direct from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. The Department of Commerce offers many helpful services to those interested in operating a business. Specific titles will be supplied on request. Contact your nearest regional office for assistance.

Business law. An interesting and informative booklet, "Why Honest People Steal," is available from the Chicago Crime Commission, 79 West Monroe Street, Chicago. Single copies will be sent on request to teachers.

Beginning business teachers. A special issue of *American Business Education*, joint publication of the Eastern Business Teachers Association and the National Business Teachers Association, was published in May of this year. The contents for this special edition is divided into two parts: Part I, Adjustment to the School and Community; Part II, Suggestions for Effective Classroom Teaching. All areas are covered. For 75 cents, there is a wealth of material and ideas. Copies may be purchased from Theodore LaMonte, New York City Public Schools, 12-20 27th Avenue, Long Island City 2, New York.

Office-practice short cuts. A new edition of *101 Office Short-Cuts*, a collection of tips from America's businessmen and women, has been out only a few months. The edition includes shorthand short cuts, typing tips, filing hints, phone pointers, mailing memos, and miscellaneous ideas. The cleverly illustrated book, by secretary-author Magi Maxwell, costs only \$2. Send direct to Real New Books, Box 1432, G.P.O., New York 1, New York.

ROSES FOR MISS PITTS

ROBERTA G. PAVLU

MISS PITTS WAS ANNOYED. There it was again. Every morning for the past four weeks she had come to her desk and had¹ found a bright red rose lying on her spotless blotter. Every night, since the second week, Miss Pitts had left a note² on her desk to the effect that such goings on were ridiculous and surely a waste of money. But the notes³ were of no avail—every morning, a fresh rose would appear. She was positive that this was a joke by one⁴ of the younger members of the accounting department; and, it was being carried too far.

Miss Pitts sighed. She picked⁵ up the unwelcome flower and promptly deposited it in her wastebasket. She peered intently through her horn-⁶ rimmed glasses. Ted Jason, Bob Manners, and Bill Hollis were busy with their books; Mr. Wilton's gray head was bent over⁷ his adding machine.

"I'm sure it's Ted Jason," Miss Pitts thought. "He's the office clown; always putting his arm around⁸ me and asking, 'How's my favorite girl?' I'll show him how his 'girl' is if I ever catch him putting roses on⁹ my desk!"

That night, Miss Pitts left another appeal: "Please stop this nonsense immediately. Save your romantic¹⁰ impulses for some silly young girl who'll appreciate them."

The next morning, however, Miss Pitts found another rose—¹¹lying right on top of her note.

"The ideal" she sputtered angrily. Fiendishly, she plotted: "I'm the first one¹² in every morning. The guilty party must buy the rose on his lunch hour and sneak it on my desk after ¹³leave at night."

She pounded her fist lightly on the desk.

"I know—I'll follow Ted Jason this very noon. If I catch¹⁴ him at a florist's, I'll have him red-handed."

At noon, Miss Pitts went to see Mr. Wilton.

"I realize that there¹⁵ is a conference at 1:15 and that if you don't take your lunch hour now, you won't have one. But I *must* go out¹⁶ today. Since I never go out for lunch and always stay here to cover the phones, I wondered if you would stay today."¹⁷

Mr. Wilton was amazed. Miss Pitts always ate at her desk. But as she *did* cover the phones every day,¹⁸ he couldn't very well refuse her.

When Ted Jason left, Miss Pitts took the next elevator and followed him down¹⁹ the street. He turned. Miss Pitts ducked into an alley.

First peering around the wall, Miss Pitts proceeded to follow him.²⁰ Ah!—just as she had suspected—he was going into a florist's! Miss Pitts held her feathered hat down over her²¹ face and tiptoed to the door. She could barely hear Ted.

"That's right—one dozen roses. For Miss Pitts. No, age doesn't make²² any difference when a man is in love.

These will be picked up tonight. Can't bring them into the office—she might²³ see them."

Miss Pitts nearly fainted. In love? Ted Jason—with her? It was preposterous! She would certainly have to²⁴ have a talk with the young man. And all this time she had thought Ted was playing a *joke* on her—Miss Pitts blushed.

That night, at²⁵ five, Miss Pitts nodded her customary good night, put on her hat and coat, and walked to the elevator. When she²⁶ was sure it was safe, she slipped through a side door and hid in the cloakroom. No one would see her crouched behind a pile of²⁷ supplies.

Miss Pitts was sure she would never straighten up again. Mr. Wilton left first. Finally, she heard Bob Manners²⁸ and Bill Hollis leave. Only Ted remained in the office.

Marching up to him, Miss Pitts demanded, "Well, where are²⁹ my roses?"

"How did you know?" asked Ted, flabbergasted.

"I followed you to the florist's today. I heard what you told³⁰ the clerk. The *very* ideal!"

"You're right," Ted apologized. "I *shouldn't* have confided such personal matters³¹ to him."

"I don't mean that," Miss Pitts said. "This business of leaving a rose on my desk every night—and now a whole³² dozen—it's indecent. After all, when one reaches my age, one doesn't think of—" she blushed, "—of love."

"But, Miss Pitts," he³³ argued, "age doesn't matter. Why, a mature woman like you—it's wonderful."

"Enough," said Miss Pitts firmly. "The whole³⁴ idea is ridiculous. And, if I find those roses on my desk, I'll throw them away like the others."

Ted³⁵ Jason looked heartbroken.

"I'm terribly sorry that that's the way you feel."

Miss Pitts relented, seeing how hurt he³⁶ was. "Well, Ted, let's simply forget about it."

Just then, Mr. Wilton came in. "I couldn't help overhearing what³⁷ you said, Miss Pitts," he said quietly. "But I wish you'd accept these roses anyway—for your birthday tomorrow."³⁸

Mr. Wilton presented a long, white box to her and started to leave.

Miss Pitts was confused.

"Wait, Mr. Wilton.³⁹ Are these flowers from you—are you the one who has been leaving roses on my desk all these weeks?"

Mr. Wilton turned.⁴⁰ "Yes. Why, who did you think it was?"

"Oh, Miss Pitts," laughed Ted, "I understand. You thought I did it. You overheard me when⁴¹ I told the florist about you and Mr. Wilton. Mr. Wilton has always admired you, but, he was too shy⁴² to tell you. I found out all about this today, when Mr. Wilton covered the phones for you. He asked me to order⁴³ the roses so that the florist wouldn't be sold out of them by tonight."

Miss Pitts found words hard, but she managed.⁴⁴ "I've been mistaken, Ted. I apologize."

Mr. Wilton came up to her.

"Miss Pitts, I have tickets for a concert⁴⁵ tonight. I didn't have the courage to ask you before—do you think you can go with me?"

"Well—I—why, Mr.⁴⁶ Wilton, I'd be delighted."

Mr. Wilton's face broke into a broad smile.

"Wonderful! I'll buy you a corsage!

"Thank⁴⁷ you, Mr. Wilton," stammered Miss Pitts. "But, if you don't mind, may I please have a small box of candy instead?"

"You shall⁴⁸ have both, Miss Pitts," said Mr. Wilton.

"Thank you, but I'd rather have the candy. You see—I'm allergic to roses." (980)

OGA Contest Copy and December Membership Test

The Man in the Glass

When you get what you want in your struggle for self, and the world makes you king for a day, just go to a mirror and¹ look at yourself, and see what that man has to say. For it isn't your father or mother or wife who judgment upon² you must pass; the fellow whose verdict counts most in your life is the one staring back from the glass.

Some people may³ think you a

straight-shooting chum, and call you a wonderful guy, but the man in the glass says you're only a bum if⁴ you can't look him straight in the eye. He's the fellow to please—never mind all the rest—for he's with you clear up to the⁵ end; and you've passed your most dangerous, difficult test if the man in the glass is your friend. (116)
—from *The Morton Messenger*

JUNIOR OGA TEST

Dear June: Guess what—I finally got my big break! A cheer-leader was ill the day of our football game with Memorial¹ High, and they picked me to fill in. Was I thrilled! I was the only sophomore cheering that day. Even though² Memorial won, it is a day that I shall always cherish.

Now for some unpleasant news—I'm sorry, but I³ won't be able to go skating with you on Saturday. Since final examinations are scheduled for Monday⁴ and I'm still a little rusty on Ancient History, I'll have to do some hard studying. Say a prayer for⁵ me, I'll need it. As ever, Vera (106)

OLVERA STREET is a block-long bit of Mexico that settled down for a siesta in the heart of Los¹ Angeles.

When the pueblo of Los Angeles was founded in 1781, its original² 44 citizens were from Mexico; and later, the Mexican flag flew over California for³ a quarter of a century. Some people call those the Golden Years, for life was easy and picturesque.

But even⁴ today, this little street of Mexican shops and restaurants warms the big city's heart, especially at⁵ Christmastime. People love its open shops. On display are painted gourds, fat piggy banks, Mexican jumping beans, and Christmas⁶ candy tinted the same green and hot pink of the Mexican flag. Then, too, there are gaily decorated baskets⁷ to carry it all home in. What a romantic place to do Christmas shopping!

As the customers watch a⁸ silver-smith make trinkets or a candlemaker shape a candle into a Christmas tree, they can feel the festive spirit⁹ that surrounds them. They can watch the Mexicans celebrate Christmas just as they have celebrated it for hundreds¹⁰ of years. Olvera Street brings Mexico north of the border.

In the midst of all the celebration is Philis¹¹ ("Bunny") Cheely. She's a pretty, twenty-one-year-old secretary to Señora Consuelo C. de Bonzo¹², owner of a popular Mexican

Christmas with Castanets

MARY MARKLEY

restaurant and the guiding spirit of Olvera Street.

Christmas is¹³ Bunny's favorite season at Olvera Street—and her busiest. In addition to the added responsibility¹⁴ of welcoming guests and taking part in the many pageants, Bunny still has to attend to her¹⁵ regular work. She handles the Señora's correspondence, the restaurant's accounts and payroll, and the Señora's¹⁶ civic and charitable duties.

Bunny's office is located in the balcony above the restaurant¹⁷ floor. From here, she can both see and hear the excitement and fun of the guests who dine below.

She also has the¹⁸ satisfaction of working in one of the historic buildings of Olvera Street. The restaurant

is one of Los¹⁹ Angeles' first brick buildings. Originally, its bricks were hauled in carts from the San Gabriel mission, where they²⁰ had been made by native Indian laborers. Its ground floor was used as a winery in making wine from the²¹ grapes that grew wild along the Los Angeles River.

In spite of the fact that she is Irish, Bunny is a charming²² señorita. She actively participates in many Olvera Street Christmas pageants.

In Las Posadas,²³ one of the traditional celebrations, she takes the role of Mary. *Las Posadas*, meaning shelter or inn,²⁴ is a long procession. It represents the Holy Family's search for shelter in Bethlehem. As it winds up²⁵ one side of the street and down the other, it looks like a ribbon of light, for most of the people carry candles.²⁶ Many of the children carry staffs trimmed with crepe paper and tinkling bells. The parade is led by musicians who²⁷ play violins or guitars, followed by four people carrying a lighted altar that holds images of the²⁸ Holy Family. Then, two by two, come many people—first the children, then the women, then the men. Some wear their²⁹ dress-up Mexican costumes with flounces, velvet, and braid.

As they walk, they sing the old chants in Spanish—"We weary³⁰ pilgrims come to your door; shelter in your house we implore." But the procession is turned away at one door

after³¹ another—just as the Holy Family was in Bethlehem. Finally, a door opens, with cries of “Enter,³² Mary, Queen of Heaven. Enter, Holy Joseph.”

The final scene shows Mary with the Christ child. Children gather around³³ the crib to worship with song.

In addition to taking part in the celebration and keeping up with her³⁴ secretarial duties, another item on Bunny’s busy schedule is decorating the sticks that the children³⁵ carry in *Las Posadas*. Some of the children who take part in *Las Posadas* are orphans from one of the³⁶ homes the Señora gives benefits for. Bunny arranges to have gifts for the children, too.

Bunny also helps³⁷ with the *Piñata*, one of the things that children like best about Olvera Street at Christmas-time. A *Piñata*,³⁸ an old Mexican custom, is to Mexican children what a Christmas tree is to most American children,³⁹ except that a *Piñata* is more exciting.

The *Piñata* is a big, thin-walled jar made of clay. It is made⁴⁰ to be broken, and therein lies the fun of it. First, however, the *Piñata* is decorated in crepe paper⁴¹ of many colors. It may represent a bird, clown, burro, or strange animal from never-never land. It⁴² is often filled with Christmas can-

dies and toys. Next, it is hung by a rope from a roof beam or the limb of a tree.⁴³ It makes a gay Christmas decoration.

Of course, the children look forward to breaking the *Piñata*—even if⁴⁴ it is pretty—for when they break it, down will spill many treats. But it is not easy to score a hit on the⁴⁵ *Piñata*. Each child is blindfolded, turned round and round, and given a stick. By that time, he does not know just where to aim⁴⁶ the stick. Besides, the *Piñata* is on a rope so that it can be lowered or raised. If a child is about to⁴⁷ connect with the *Piñata*, it goes up, out of his reach. The stick goes swishing through the crepe-paper streamers.

These delays⁴⁸ make the game more exciting, and allow everyone to have his turn. Finally, a boy or girl lands a⁴⁹ blow; and out comes a flood of wrapped candy, oranges, and toys. All the children rush to pick up their share.

But Christmas⁵⁰ is not rushed on Olvera Street, where the tempo is one of foot traffic. The street is closed to automobiles.

The⁵¹ street’s gnarled pepper trees, cobblestones, and ancient stone fountain form a colorful backdrop for mood and festivity.⁵² Just ask Bunny Cheely. *Si, amigos?* (1047)

FLASH READING*

BE FILE-WISE

MARGARET OTTLEY

EVEN though you may be on your first job, there will be some assignments your supervisor will expect you to handle¹ without specific instructions. Your application of reasoning and intelligence may be tested on² almost any job.

If you are given a set of cards with instructions to “Type No. 10 envelopes for each³ of these,” check through the cards to determine whether they are in some special order. You may find that the list is filed⁴ geographically by state, then city. On the other hand, the list may be a straight alphabetic file by⁵ name. In either case, since it is obvious that the cards have been definitely ar-

ranged, you will want to be sure⁶ to keep them in that order. It would be wise, also, to keep the envelopes in the same sequence. Maintaining the⁷ “arrangement” of data is of great importance.

Suppose you were given an assortment of cards with instructions⁸ to prepare a report following the pattern shown on the copy of an earlier report of similar⁹ data. It might, for example, be a listing of the sales of leading items for a two-week period. You¹⁰ will want to check the previous report to determine the listing order by items and file the data given¹¹ you in that order. Then take another look at the last report and determine what specific arrangement¹² is used to list the customers. Remember, the systematic arrangement of information is of

BUD'S CHUM COPY HOLDER



SAVES EYESIGHT! PROMOTES ACCURACY!

Just what the student needs — holds a typing book or a single sheet of paper. Every student can afford one.

SCHOOL PRICES: DELIVERED TO YOU

1 to 12 copy holders	15c each
12 to 50 copy holders	14c each
50 & over copy holders	12c each

BUD TYPE CLEANER
P. O. BOX 4644
BALTIMORE 12, MARYLAND

extreme¹³ importance in the business office.

When filing is mentioned, most of us think of putting business papers into¹⁴ a row of file drawer units. But you will find that in addition to that kind of filing, there are also special¹⁵ invoice files, prospect card files, customer record files. Even in the accounting department you will find ledger¹⁶ cards of customers and creditors filed in sequence. So, whether you work in a large or small office, whether¹⁷ you are half of a boss-secretary team or one of the staff in a large department, you will find over and¹⁸ over again that filing in one form or another is part and parcel of the job. Filing is high on the¹⁹ list of regular routines.

Have a good command of the alphabet before you go on the job. You may make a²⁰ bad impression if you have to open more than one drawer to locate anything that was properly filed. It²¹ is equally important, though a little more difficult, to approach a geographic file and strike home the²² first time. But a little practice will take you out of the novice class. (452)

*Vocabulary limited to Chapters One through Eight of Gregg Shorthand Simplified.

PROBLEM CLINIC (Continued from page 8)

lesson plans for the following week for possible use by a substitute teacher. My protest would take the form of discussing with my administrator sound reasons why I feel such a practice to be lacking in good results and why it is actually harmful to students. I would give him these reasons:

(1) An ultimate test for any educational practice is the effect it will have on the student. I say that it cheats the student of time that I should spend in a more valuable way for his benefit. Time spent on these detailed plans is taken from other, more valuable, work, such as helping a student who needs some extra time, working on a bulletin-board display, preparing some materials for a special project, working on activities of a group you may sponsor, or doing some important over-all planning for a new project coming up. Time is limited—we select from among many possible activities the work which will be done. It seems wasteful to choose to do a less valuable activity than one which has greater value. Therefore, students are being cheated.

(2) The value of making advance detailed lesson plans is limited. Until the end of the period comes in a class, you cannot be sure exactly where you should begin the next day. Review may be indicated. Acceleration may be indicated. A good teacher plans the details for the next day based on the happenings in the class today. Advance over-all planning is essential. Detailed planning must adjust itself to daily happenings.

(3) The total time consumed by all teachers in a school in preparing these detailed plans (which may be used a few times during the entire year) is not justified; it might be spent on more valuable activities.

(4) If the request is a roundabout means of forcing all teachers to prepare lesson plans, the means is faulty. As suggested in (2) above, no good teacher will be hampered by advance detailed plans that do not fit the situation when it arrives. Detailed plans are good if they are made just the night before the meeting of the class, with full knowledge of what went on in the preceding class period.

(5) Most teachers do not become desperately ill so rapidly that they cannot convey to someone an idea of what their classes should be doing. If the substitute is so weak that she has to have a detailed plan, then the class will mark time anyway. If the substitute is a good one, she is accustomed to picking up threads and going on. If the regular teacher is a good one, her class will have developed to a point where they are

capable of continuing their good work with guidance from the substitute.

If none of these reasons are acceptable to the administration, then I would assume that their request is not made on the basis of logic and that they will continue to enforce the practice regardless of the factors involved. In such a case, I would accept the situation until I could work in a school where my philosophy was more nearly in harmony with that of the administration—particularly if there were other instances of disharmony in our approach to education.

DOROTHY BINGER
Pensacola College
Pensacola, Florida

Dear B. E.:

You are so right! Many of our present-day teachers' manuals do give excellent step-by-step instructions for the assignments; *but*, those instructions are merely guides. They do not cover the objectives, materials, and procedures and cannot take the place of our daily or weekly lesson plans. Good teachers—whether they are beginning teachers or experienced ones—make plans, and these plans include

the semester or yearly plans as well. Specific objectives receive proper attention when planning takes place.

Our own personal daily lesson plan should tell us how we are going to prepare and present the steps as outlined in the manuals, as well as the procedures we intend to use in order to reach our immediate goals. Lesson plans help us to develop initiative in using the suggested instructional materials and to evaluate what we have taught in each lesson.

As it is, time seems all too short in our skill classes, and I like to know that, in the event of my absence, a day or more will not be lost. The substitute teacher can take my plan, find the purpose or goals for the lesson, the procedures I expect to use to reach those goals, as well as the approximate time I expect to devote to each part of the lesson.

Planning *does* take time, but it is time well spent if we hope to reach our desired objectives. So, B. E., do not feel that you are part of a "backward administration." Just be thankful that you are making those plans. I am sure you are a much better teacher for all your work.

JANE H. O'NEILL
University of Maryland
College Park, Maryland

TRY RUNNING A STUDENT SUPPLY STORE (Continued from page 18)

year to be assured of working in the store. Rural students have said it is the most convenient thing ever set up for them—and their parents echo the sentiment—because it relieves them of having to shop for supplies when in town. As one woman said, "I always get the wrong number pencil and the wrong line size in a notebook."

The supply store has proved to be a surprisingly good vocational guide. Some pupils, who made poor book-keeping grades, turned out to be top salesmen, reliable inventory clerks, or artistic shelf decorators. In some, the instructor observed qualities not readily discerned in the usual class hour, such as faithfulness to a job; willingness to work overtime; readiness to help others; a sense of responsibility when the teacher is called away; and good-natured admission of an error, lest another be blamed.

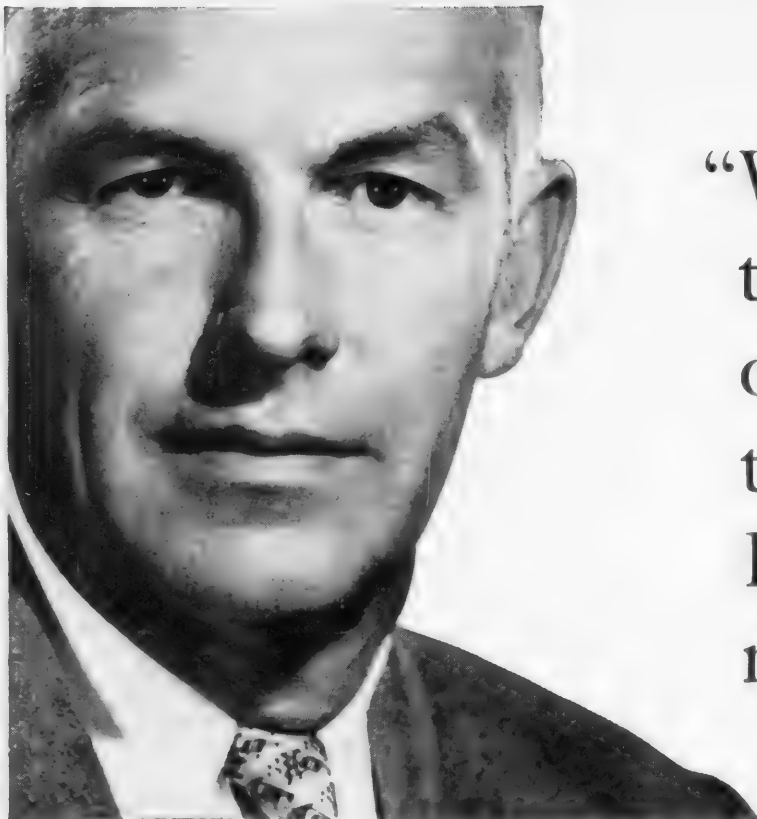
To date, the supply store has purchased a cash register, a check protector, a demonstration stand for the typing teacher, an all-steel filing outfit, a Soundsciber for advanced shorthand students, clip boards, and a large amount of toy money used in the laboratory work of the business-training

students. Now, with their eyes on a calculating machine, the students have \$600 in cash.

One difficulty with such a group is that it doesn't want to spend its money. Though the students know that the project is maintained for the express purpose of buying office machines, they grieve when money is spent for anything except merchandise. They like to see their bank balance rise!

Any teacher attempting a project of this kind will be amazed at how little his best students know when called on to handle real business papers and make proper entries for them. Students who have been good with laboratory sets, who can make high scores on objective tests, are lost for a time when confronted with a genuine invoice, bill of lading, or credit memo. In their desire to keep their money, however, they never forget to take a 2 per cent discount on an invoice—a thing they rarely remembered when working with textbook material.

Though the project is often a headache for the instructor, it is by far the most rewarding one this teacher has attempted in many years of teaching.



“We prefer
to employ
operators
trained on
Burroughs
machines”

Today, more employers using Burroughs machines need Burroughs-trained operators

Experts in the field of business education and job placement are finding that more and more employers these days want Burroughs-trained business machine operators.

These employers have found that Burroughs machines answer their business needs best, for all Burroughs machines are simply designed, highly automatic and economical to maintain.

For the same reasons, Burroughs machines are ideally suited for classroom use. And students like to learn with them, just as they prefer to use them on the job after graduation.

To further assist educational institutions, Burroughs offers many valuable training helps, courses of instruction and other teaching aids. For full details, simply fill in this coupon and mail it today.

Burroughs is a trademark.

BURROUGHS CORP.
Detroit 32, Michigan

Please send me complete information on
Burroughs equipment for teaching purposes.

NAME _____

TITLE _____

INSTITUTION _____

STREET ADDRESS _____

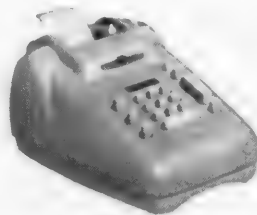
CITY _____

STATE _____

BEW 45



Some of the training courses available include:



Ten-Key adding machines. The widely popular Burroughs Ten-Key can be mastered easily with its special touch-system method of teaching.



Sensimatic accounting machines. The course for the Burroughs Sensimatic includes practice materials consisting of actual bank and commercial posting media.



Calculating machines. A special course, "Learning the Burroughs Calculator," is designed to develop rapidly a high degree of skill on this widely used machine.



Full-keyboard adding machines. Here's a thorough course in short-cut addition to help develop accuracy and speed on this type of adding machine.

Professional

Report

NEWS SPOTLIGHT

Education Beyond High School Is Investigated

... by a President's Committee operating under a small Congressional appropriation. In advance of five regional conferences to be held from January to June, 1957, a series of regional workshops are being held to lay final conference plans. The first three of these workshops were held during October in Atlanta, Georgia; New York City; and San Francisco. Two others, for the Midwest and Southwest, will be held later. They are being sponsored independently by interested associations.

The regional conferences will be paid for in part from the \$150,000 appropriation made by the 84th Congress in the closing days of its session. The idea for regional conferences replaced that for state meetings when Congress failed to appropriate the full \$300,000 requested. Legislation restricts the life of the President's Committee until June, 1958. It also provides that a preliminary report be made by June, 1957. The quality and nature of the report may determine whether Congress will approve money for state conferences.

Business Education Beyond High School Is Theme

... of the 1957 American Business Education Yearbook. The publication will be the first of its kind devoted entirely to the growing area of business education. It contains four major sections. Part I presents an over-all picture, showing the community of interest for higher education for business. Part II covers the business and general-education background in post-secondary programs for business. Part III is concerned with objectives and curriculum implementation in higher education for business. Part IV covers the administrative and effective implementation of post-secondary business programs. The Yearbook editor is John L. Rowe.

Create Committee on American Education and Communism

... in Washington. The organization hopes schools will establish courses explaining the nature of communism. The committee, headed by William Y. Elliott, Harvard political scientist, is sponsored by the Foundation for Religious Action in the Social and Civil Order and is backed by prominent laymen and clergymen.

The committee plans four immediate projects: (1) a survey of high schools, colleges, and adult-education projects to determine what is now being taught about the nature of communism; (2) preparation of various educational materials; (3) pilot programs in selected schools and adult groups; and (4) pilot workshops for high school teachers.

PEOPLE

• Henry F. Howe has been named supervisor of distributive and business education of the State of Minnesota. He had been a co-ordinator in South St. Paul for nine years and had served as director of adult education for four years.

Howe is a former president of the Michigan EA, St. Paul Division, and former secretary-treasurer of the MVA.

• Charles F. Petitjean has been awarded his doctor of education degree from New York University, School of Education. His doctoral thesis, "A Study of Terminal Education in the Junior Colleges of Connecticut," was written under the supervision of Paul S. Lomax.

Doctor Petitjean, an associate professor of marketing at the University



CHARLES F. PETITJEAN

... terminal education in Connecticut

of Bridgeport (Connecticut), is chairman there of the general-business department and co-ordinator of business education. Prior to coming to the University in 1945, he was head of the business-education department at Collinsville High School, Canton, Connecticut.

• Elizabeth Taylor has been ap-

S. S. S.

In Answer to

S.O.S.

Let our Silent-Salesman-Sample **MAGAFILE** prove to you that we have the answer to your S.O.S. cry for a practical and economical method of filing Unbound Magazines and Pamphlets. A free sample **MAGAFILE**—with complete description and price list—will be sent on request.

It must sell itself as it has to more than 5000 other satisfied users. No salesman follow-up. We will answer your S.O.S. by return mail if you write today to . . .

THE MAGAFILE COMPANY

P. O. Box 2615, Merchants Station, St. Louis 2, Mo.

A Light Touch

**makes
NEAT
ERASURES
with a
RUSH-
-FYBRGLASS
ERASER**



No slip sheet needed between carbon and copy. No erasing shield — the Rush Eraser is less than one character thick. In beautiful, life-time plastic case, handy to use as a pencil, with long-lasting propel-repel refills.

**Order from your Dealer
or send 50¢ and
name of dealer to**

The Eraser Co., Inc.

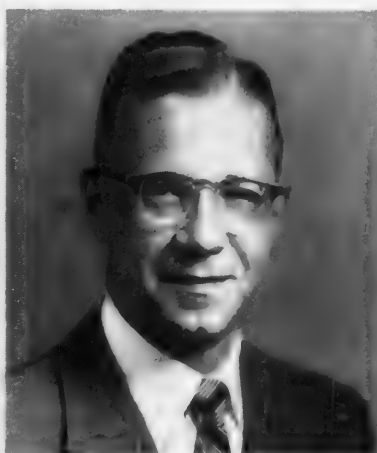
1068 S. Clinton St., Syracuse 4, N. Y.

pointed head of the instruction department at La Salle Extension University, Chicago, Illinois. She will supervise a new course in stenographic-secretarial training that has been introduced by the correspondence institution.

For the past ten years, Miss Taylor was assistant examiner and recorder at the Chicago Undergraduate Division of the University of Illinois. She has held many secretarial and school administrative positions during the past twenty-five years. The institutions she has served include John Brown University, the College of the Ozarks, the University of Arkansas, Fort Smith (Arkansas) High School, and Hendrix College.

- Johannes Paat, head supervisor of Business Education, in Djakarta, Indonesia, arrived in the United States recently to study teacher-training techniques at Rider College, Trenton, New Jersey. He has been assigned to the school for six months by the U. S. Department of Health, Education, and Welfare under the International Co-operation Administration, Office of Education program. He will apply the philosophy and techniques of the supervision that he has studied in this country to reconstructing the curriculum in Indonesia.

- Robert L. Grubbs has received his Ed. D. degree from the University of Pittsburgh. His thesis was entitled "The Basic Relationship Between Speed of Visual Perception and Basic



ROBERT L. GRUBBS

. . . perception speed vs. skill

Skill in Typewriting." He is currently assistant professor of business education and supervisor of student teachers at the University of Pittsburgh.

- Alwin V. Miller has received his doctor of education degree from the University of California, Los Angeles. His dissertation was entitled "A Critical Study of Selected Curricular and

Administrative Practices in Business Education in the Public High Schools of Oregon." S. J. Wanous was his advisor.

Miller is chairman of the business-education department and an associate professor of secretarial science at Southern Oregon College of Education, Ashland. He is president of the Medford Chapter of NOMA, and recently completed a term on the National Commission on Selective Teacher Recruitment. He was formerly on the staff of Chico (California) State College.

GROUPS

- **The National Business Teachers Association has announced the program of its 59th annual convention** to be held at the Palmer House, in Chicago, December 27-29. A series of twenty problem clinics, directed by first vice-president A. Donald Beattie, will again be one of the popular and practical highlights of the program.

Convention hosts are the Chicago Area BEA, and the Chicago Public Schools. Activities will commence with a meeting of the executive board on December 26. Main registration will be held all day on the 27th. During this period members may also visit an arrangement of exhibits and take part in a series of special tours. The remainder of the schedule is as follows:

THURSDAY, DECEMBER 27

7:30 p.m.—*First General Assembly:* presiding, Leslie J. Whale, president; invocation, Rev. Michael I. English, S.J.; welcome, Benjamin C. Willis, Superintendent of Schools, Chicago; address, John H. Furbay, TWA Global Air World Education Director, "New Business Concepts for the Air and Atomic Age."

9:00-12:00 p.m.—*Informal reception and dance.*

FRIDAY, DECEMBER 28

9:00-11:00 a.m.—Round table program.

Basic Business: (under direction of Ray Price, NBTA liaison officer) chairman, Mearl R. Guthrie, Bowling Green (Ohio) State University; vice-chairman, Agnes Lebeda; secretary, Donald Raffetto; talk, Ramon Heimerl; group leaders, Hugh Brown, Helen Spurr, Gerald Brackenside, Charlotte Tuthill, Robert Poland, Cecil Phillips, and Agnes Lebeda.

Office Machines: (under direction

BUSINESS EDUCATION WORLD

of Robert Thistlethwaite) chairman, Jeanne Dahl, Glenbrook HS, Glenview, Illinois; vice-chairman, Fred L. Cook; secretary, Loren E. Waltz; theme, "Automation and the Office Machines Laboratory"; panel, Alfred H. Dorstewitz and Frank W. Lanham.

Private Schools Instructors: (under direction of Milo Kirkpatrick) chairman, Winslow T. Batdorf, Minnesota School of Business, Minneapolis; vice-chairman, E. G. Anderson; secretary, Violet R. Sergent; theme, "Automation"; panel, Paul M. Pair (dictation), J. F. Sherwood (accounting), Ellen Kruger (penmanship), and John A. Pendery (human relations).

Administrators and Department Heads: (under direction of Russell Hosler) chairman, Enos C. Perry, Director of Business Education, Chicago; vice-chairman, Arnold Condon; secretary, Florence Trakel; theme, "Business Education Program of the Future"; panel, John N. Given (the student), R. L. Higgenbotham (vocational program), Margaret Elam (work-study), Carmi J. Odell (departmental chairman), and Samuel Nowinson (business teacher).

2:00-4:00 p.m.—Round table program.

Secretarial Practice: (under direction of Harves Rahe) chairman, Sister M. Therese, O.S.F., Madonna High School, Aurora, Illinois; vice-chairman, Evelyn F. Kronenwetter; secretary, Ruthetta Krause; panel, Fred Cook, John L. Rowe, and Alan C. Lloyd.

Bookkeeping and Accounting: (under direction of Mary Houser) chairman, Ivan Calton, Southwest Missouri State College, Springfield; vice-chairman, Arthur Johnson; secretary, Mary M. Brady; panel, Paul A. Carlson and M. Herbert Freeman.

Distributive Education: (under direction of Doris Howell Crank) chairman, Reyno F. Bixler, Waukegan (Illinois) Township High School; vice-chairman, Wendell B. Fidler; secretary, William B. Logan; panel, L. T. White, John A. Beaumont, and Hugh C. Muncy.

Private School Owners and Registrars: (under direction of Hugh Barnes) chairman, C. D. Rohlfis, Nettleton Commercial College, Sioux Falls, South Dakota; vice-chairman, Ruth L. Davis; secretary, Rose Mary Langdon; panel, Robert E. Slaughter, J. V. Forrest, Clem Boling, James Brawford, and H. D. Hopkins.

SATURDAY, DECEMBER 29

9:00-9:30 a.m.—*Second General Assembly.*

9:30-11:30 a.m.—*Sixth Annual Problem Clinic.*

1. *Junior High School Typewriting:*

discussion leader, Margaret Andrews, Board of Education, Minneapolis, Minnesota; consultant, Lydia Sutton; recorder, Ralph Pearson.

2. *High School Typewriting:* leader, George Martin, Flint (Michigan) Community College; consultant, John L. Rowe; recorder, Mary Witherow.

3. *College Typewriting:* leader, Mearl R. Guthrie; consultant, Russell J. Hosler; recorder, Mary E. Connelly.

4. *High School Elementary Shorthand:* leader, Sister M. Therese; consultant, Rowena Wellman; recorder, Charles O. Nelson.

5. *High School Transcription:* leader, Hazel A. Flood, State Teachers College, Mankato, Minnesota; consultant, Eleanor Skimin; recorder, Lorraine Missling.

6. *High School Secretarial Practice:* leader, Martha F. Hill, Ferris Institute, Big Rapids, Michigan; consultant, Robert J. Ruegg; recorder, Mary Yocum.

7. *College Shorthand and Transcription:* leader, Ruby J. Wall, Wayne State University, Detroit, Michigan; consultant, R. L. Thistlethwaite; recorder, Carol Ostness.

8. *High School Clerical Office Practice:* leader, Dorothy Travis, Central High School, Grand Forks, North Dakota; consultant, Fred C. Archer; recorder, Helen Woods.

9. *High School Bookkeeping:* leader, Mary Ellen Oliverio, Teachers College, Columbia University, New York City; consultant, Gilbert Kahn; recorder, Allan E. Barron.

10. *High School General Business:* leader, Benjamin F. Thomas, Indiana University, Bloomington; consultant, Howard E. Wheland; recorder, Arthur Anthony.

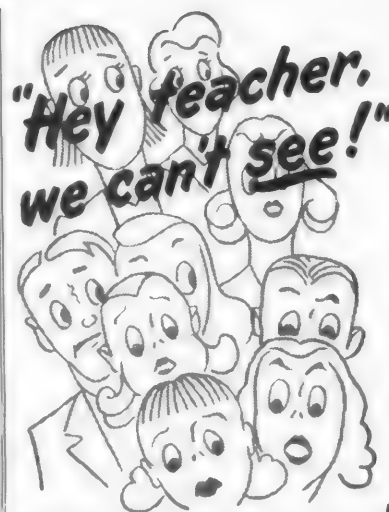
11. *High School Advanced Basic Business:* leader, Fred A. Poor, Northern Illinois State College, DeKalb; consultant, Ray G. Price; recorder, Oscar D. Brudevold.

12. *College Course—Introduction to Business:* leader, Agnes Lebeda, Iowa State Teachers College, Cedar Falls; consultants, Clyde Beighey and David J. Schwartz; recorder, Wilmoth C. Price.

13. *Distributive Education:* leader, Warren G. Meyer, University of Minnesota, Minneapolis; consultant, William B. Logan; recorder, Harland E. Sampson.

14. *Adult Business Education:* leader, Theodore Case, Evanston (Illinois) Township High School; consultant, John Brickner; recorder, Marjorie Swanson.

15. *Co-operative Part-Time Programs:* leader, Peter G. Haines, Michigan State University, East Lansing;



Don't let this happen in your classes!



The best teacher alive can't teach typewriting the right way unless every pupil in the class SEES every demonstration!

Here's where the KARLO Stand proves its superiority for modern "audio-visual" typewriting training. Its adjustable height (35" to 48") and free-rolling casters mean it can be arranged so EVERYONE can see without craning. It's sturdy and steady as a desk . . . all-metal base . . . hardwood top . . . takes no more floor space than machine it supports. Send name and address today for full details to KARL MANUFACTURING COMPANY, 34 Ionia Ave., S.W., Grand Rapids 2, Michigan.

SEND THIS KARLO COUPON

KARL MANUFACTURING COMPANY
34 Ionia Ave., S.W.
Grand Rapids 2, Michigan

Send complete information on Karlo Typewriter Demonstration Stand as shown, and other models. Thank you.

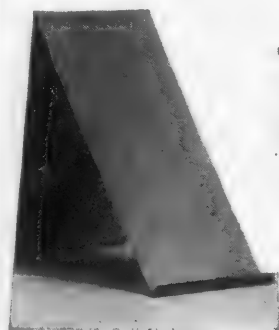
NAME

ADDRESS

CITY STATE

LOOK

We will send you, postpaid
One—Allen All-Metal, No-Scratch
BOOKREST



"SAVE
THEIR
EYES"

and, one complete set (16) 5-minute
Shorthand Progression Dictation Tests
from 30 WPM to 140 WPM. These
tests prove dictation speeds of your
students.

For Only—

\$1.00

SEND CASH ONLY

Not good outside continental U. S.

Mail Request To

H. M. Allen Company
Hartford, Wisconsin

"EVERYTHING FOR THE TYPING ROOM"
If we haven't got it — We'll get it —
at no extra cost to you.

NEW ADJUSTABLE TYPEWRITER TABLE!



**All Metal . . .
Cushioned . . .**

ADJUSTABLE UNIT

Elevates writing bed from 26" to 29½"
ALL Connections from writing bed to
table mounted in rubber! No vibrating
or pounding.

FOR BUSINESS & SCHOOLS

Write for Literature

SEMCO SALES
PINELLAS INT. AIRPORT ST. PETERSBURG, FLA.

consultant, John A. Beaumont; re-
corder, Ralph E. Mason.

**16. Planning Adequate Physical Fa-
cilities:** leader, E. C. McGill, Kansas
State Teachers College, Emporia; con-
sultants, John E. Binnion and George
A. Hutchinson; recorder, Ethel J.
Harmeling.

**17. Promotional Problems of Private
Business Schools:** leader, Walter E.
Kamprath, Minnesota School of Busi-
ness, Minneapolis; consultant, Robert
Snedden; recorder, Bernard W. Dasch.

**18. Teaching Problems of Private
Business Schools:** leader, R. Frank
Harwood, King's Business College,
Charlotte, North Carolina; consultant,
William C. Gordon; recorder, M. D.
Puterbaugh.

19. Student Teaching: leader,
Floyd Crank, University of Illinois,
Urbana; consultant, Albert C. Fries;
recorder, Mildred Hillestad.

20. First-Year Teacher: leader, John
Dettmann, University of Minnesota,
Duluth Branch; consultant, Paul F.
Muse; recorder, Wilmer Maedke.

2:00-4:00 p.m.—Department meet-
ings.

Secondary Schools: (under direc-
tion of Mary Yocum) chairman, J.
Richard Becker, Jr., Indiana State
Teachers College, Terre Haute; vice-
chairman, Margaret Andrews; secre-
tary, William F. Layne; speakers,
Herman G. Enterline (recruiting) and
Joseph J. Hackett (automation).

Colleges: (under direction of Lloyd
Douglas) chairman, George A. Wag-
oner, University of Tennessee, Knox-
ville; vice-chairman, A. F. Knapper;
secretary, Ralph E. Mason; theme,
"Electronic Data Processing"; speaker,
E. W. Martin; panel, William Pase-
work, Leo Niemi, and F. A. Lilly.

Private Schools: (under direction of
Paul Muse) chairman, Homer F.
Long, Detroit (Michigan) Business
Institute; vice-chairman, B. W. Dasch;
secretary, Helen Fankhauser; panel,
A. C. Hermann (public relations),
William R. Byrne (automation), and
Erwin Powers (drop-outs).

6:00 p.m.—**Annual Banquet:** pre-
siding, Leslie J. Whale; invocation,
Rev. George Courier; address, Syd-
ney J. Harris, "Perils of a Columnist";
presentation of John Robert Gregg
Award in Business Education by Ber-
nard A. Shilt; introduction of new
president; announcement of 1957 con-
vention city.

9:30 p.m.-12:30 a.m.—**Dancing and
Entertainment.**

During the convention a series of
special events will be held under the
chairmanship of Russell J. Cansler. On
Friday morning, December 28, special
breakfasts will be sponsored by Indi-

ana University, Colorado State Col-
lege, Michigan, University of Denver,
Northwestern University, and New
York University. A Minnesota lunch-
con will be held at noon. In the eve-
ning, the Delta Pi Epsilon banquet
will be held. A midnight supper will
be given by Columbia University
Teachers College. On Saturday morn-
ing a breakfast will be sponsored by
the NBTA past-presidents.

The Local Committee on Arrange-
ments is composed of: chairman, Mary
E. Plunkett; assistant chairman, Rus-
sell Cansler; assistant exhibit manager,
Robert T. Stickler; banquet, Gladys
Bahr; convention news editor, Mari-
etta Parr; educational exhibits, Mary
Rose Prendergast; equipment, Wilmer
Maedke; hospitality, Eileen Godfrey;
individual programs, Floyd Crank;
information, Ada Immel; membership,
Robert L. Dooley; publicity, Mary
Ann English; reception, Hazel Faulk-
ner; registration, Stanley Rhodes; and
tours, Bernard Tarshis.

The Convention Committee is com-
posed of Leslie J. Whale, A. Donald
Beattie, Mary E. Plunkett, Carl H.
Cummings, Robert P. Bell, Doris
Howell Crank, Russell J. Hosler, Milo
O. Kirkpatrick, R. L. Thistlethwaite,
Harves Rahe, and Willard C. Clark.

• EBTA has announced that Mur-
ry Weinman, of Central Commercial
High School, New York City, will be
general chairman of the local com-
mittees for the association's 60th an-
nual convention. The eastern organi-
zation will meet April 18-20, 1957,
at the Hotel Statler in New York.
Convention theme will be: Business
Education as Vocational and General
Education.

Assisting Weinman will be the fol-
lowing local committee chairmen: ad-
ministration, Robert Meyer; banquet,
Morris Miller; church, Clare M. Betz;
hospitality, Adrienne Frosch; publicity,
Esther Sandry; prizes, Mrs. Rebe
Sanit; registration, Mrs. May W.
Collins; and social, Mrs. Ruth Carney.

• The Georgia BEA, Tenth Dis-
trict, has elected the following officers
for 1956-57: director, Mrs. Lillian
Chambers; vice-director, Mrs. Rachel
Dickerson; and secretary-treasurer,
Mrs. M. M. Sackett. The meeting was
held at Augusta in October.

• The Northwestern Pennsylvania
State EA held its 31st annual con-
vention at Erie in October. The fea-
tured speaker was Kenneth McFar-
land, educational consultant for Gen-
eral Motors.

The business education section was
under the chairmanship of Galen
Walker. William Selden, Chief, Busi-
ness Education, Department of Public

Instruction, State of Pennsylvania, was the speaker. The new officers elected were: chairman, A. J. Hawkins, Warren High School; vice-president, Waide Ingols, Youngsville High School; and secretary, Margaret Pistory, Academy High School, Erie.

- The Oregon BEA will hold a convention and workshop at the Congress Hotel, Portland, on December 1. It will be the first such meeting held independent of the annual spring convention of the Oregon EA.

The convention's social activities begin November 30, but the official and workshop sessions will be held on the 1st. Two panel sessions will be held, under the chairmanships of Jessie Smith and Leonard Carpenter. One will analyze techniques for weaving business understanding into skill subjects, while the other will discuss the integration of such understanding into socio-business programs.

- The Pennsylvania BEA will meet in Harrisburg on December 28 during the Pennsylvania SEA convention. Distributive-education teachers will meet in joint session with business teachers. The main speaker will be Clarence G. Enterline, of Elizabethtown College.

- The American Vocational Association business education section will meet during the AVA convention to be held in St. Louis, Missouri, December 3-7. The section's keynote address will be given by Paul S. Lomax, California State Department of Education. Program chairman is Arthur L. Walker, Richmond, Virginia. Also meeting at that time will be the National Association of Supervisors of Business Education, under President Robert Kozelka.

SCHOOLS

- New York University has announced the establishment of an annual \$1200 fellowship in its school of retailing. The award, known as the Guberman Fellowship in Retailing, is to be given each year to a senior at Colorado College, Colorado Springs. It was established by Morris Guberman, head of a Colorado Springs department store.

- Eastern Illinois State College, Charleston, has announced the addition of three members to its business-education staff.

Helen Miller will be co-ordinator for practice teaching in the local high schools of the area. She has been a

teacher in Wisconsin and Michigan high schools since 1942.

Richard Cambridge becomes an assistant professor. He has taught at Monmouth (Illinois) High School, University of Arizona, Tucson, and University High School, Iowa City, Iowa.

William Barrett will be an instructor. He has taught at Arkansas A. & M. College, College Heights.

GENERAL

- The third annual spelling project has been announced by the National Office Management Association. Three lists of 100 words each will again be given by upwards of 50 association chapters. A few hundred thousand students are expected to take the three tests this year; 80,000 did so in 1955-1956. Last year, approximately five hundred entrants passed all three tests.

A master list of 900 words commonly used in business was distributed to schools in November. The program is being run by T. W. Kling, Staff Director of the Educational Division of NOMA, 132 West Cheltenham Avenue, Philadelphia 44, Pennsylvania.

- For the twentieth consecutive year, The Esterbrook Pen Company, Camden, New Jersey, is sponsoring the National Gregg Shorthand Contest. It is open to secondary-school and college students throughout the nation. The contest, which opened October 1, will close March 1, 1957.

The eight top-ranking classes will earn trophies for their schools, and members of winning classes will each receive an Esterbrook fountain pen. Last year over 57,000 students representing 1,917 classes entered the competition. In judging entries, greatest weight is placed on the excellence of shorthand penmanship, without regard to speed.

- The International Society for Business Education, United States Chapter, UBEA, will sponsor a European course in the summer of 1957. The course will carry eight semester hours academic credit at New York University and will be directed by Herbert A. Tonne, School of Education.

The course will start about July 1 and end about August 31. The group will attend a two-week business-education program in Vienna and study business schools and business offices in Paris, Zurich, Munich, Amsterdam, Hamburg, and Copenhagen. One week will be spent in England.

Bud®

TYPEWRITER TYPE CLEANER



USE BUD — IT'S THE MODERN WAY!

- **NO MESSY LIQUIDS** to remove nail polish, spot or spatter clothes.
- **NO HARMFUL FUMES** to cause headaches or colds.
- To make neat erasures—just touch the word to be erased, Bud will absorb the surplus ink. Then erase and there will be no smear.

Special School Discounts
Teachers may write for samples

BUD TYPE CLEANER
P. O. BOX 4444
BALTIMORE 12, MARYLAND

New Business Equipment

Smith-Corona Claims First Electric Portable Typewriter

THE WORLD'S FIRST electric portable typewriter was shown at the recent National Business Show by Smith-Corona, Inc., of Syracuse, New York. The machine is expected to be in full production after the first of the year following five years of research and development.

The new portable, which operates on standard 110-volt AC current, is expected to sell for somewhat less than \$200. It weighs 18.6 pounds, about 5 pounds heavier than the regular portable, and is enclosed in a vinyl-covered aluminum case. The machine permits automatic-repeat action on the hyphen-underline key and the space bar. It has a manually operated carriage return.

Two major design problems were solved by the firm's engineering department. A small, lightweight, yet efficient motor was the first requirement. Second, foolproof key action



was developed to insure even type impressions regardless of finger pressure. The entire machine reportedly will last for more than eighteen years of normal use. It is designed primarily for the present portable market. Models will be available in blue, pink, green, and beige.

Three-Way Head for Projector

The Transpaque projector is new—the first projector to use a single projection head for opaque, transparency, and table projection. Manufactured by Projection Optics Company, Rochester, New York, it will handle opaque or transparent materials up to 11 inches square.

The Transpaque has a complete selection of lenses in focal lengths from 4 to 40 inches, enabling the operator to obtain the proper image size for any distance. Change from one form of projection to another is easily made with precisely fitted parts. Note, also, that the machine may be purchased for one type of projection and other components added later as the need arises.

Economical Chalkboard

The performance characteristics of slate and the low price of ordinary composition board are combined in Conolite Chalkboard, a development of Continental Can Company. It is made in 36-inch rolls (it is flexible), 30 feet in length. Extensive tests have proved its high writing quality and erasability, with no visible scratch line. It is stain-resistant.

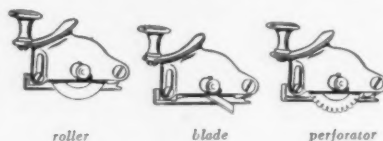
The chalkboard comes in the standard green color used by 93 per cent of the nation's schools. It is a product of the Conolite Division, Continental

Can Company, 205 West 14 Street, Wilmington 99, Delaware.

Safety Cutter and Perforator

A new safety device is featured on the world's first combination cutter and perforator. The Harvey cutter, manufactured by Lansdale Products Corporation, uses a roller, a blade, or a bevel cutter in addition to the perforator in its safety head.

The equipment not only will cut, score, and perforate the edges, but will make inside straight and bevel



cuts and inside perforation and scoring for photo mats. Prices start at \$33, with optional heads available at extra cost. Additional information may be obtained from Lansdale Products Corporation, Harvey Division, Box 568, Lansdale, Pennsylvania.

Copy Holder Costs Pennies

A copy holder that costs 15 cents has been produced by the Bud Type Cleaner Company. Made of stiff corrugated cardboard, the "Chum" copy holder will hold either a typewriting book (see illustration) or a single

Advertisers	
Allen, H. M., Co.	46
Allen, R. C., Co.	9
Bankers Box Co.	4
Brushmakers, Inc.	6
Bud Type Cleaner	40, 47
Burroughs Corp.	42
Desks of America, Inc.	4
Dick, A. B., Co.	1
Dictaphone Corp.	3
Eraser Co., Inc.	44
Esterbrook Pen Co.	7
Faber-Castell, A. W., Pencil Co.	4
Friden Calculating Machine Co.	10
Gregg Publishing Division ..	24-25
Heyer Corp.	6
Karl Mfg. Co.	45
Magafile Co.	44
National Cash Register ..	Cover 4
Royal Typewriter Co.	Cover 3
Semco Sales	46
Smith-Corona Inc.	5
Underwood Corp.	Cover 2

sheet of paper. It is offered at such a low price that every student should be able to afford one. Quantity orders will allow reduced rates: 14 cents each for 12 to 50 holders; 12 cents each for over 50 holders. Write to Bud Type Cleaner, 4229 York Road, P.O. Box 4644, Baltimore 12, Md.

New Products at a Glance

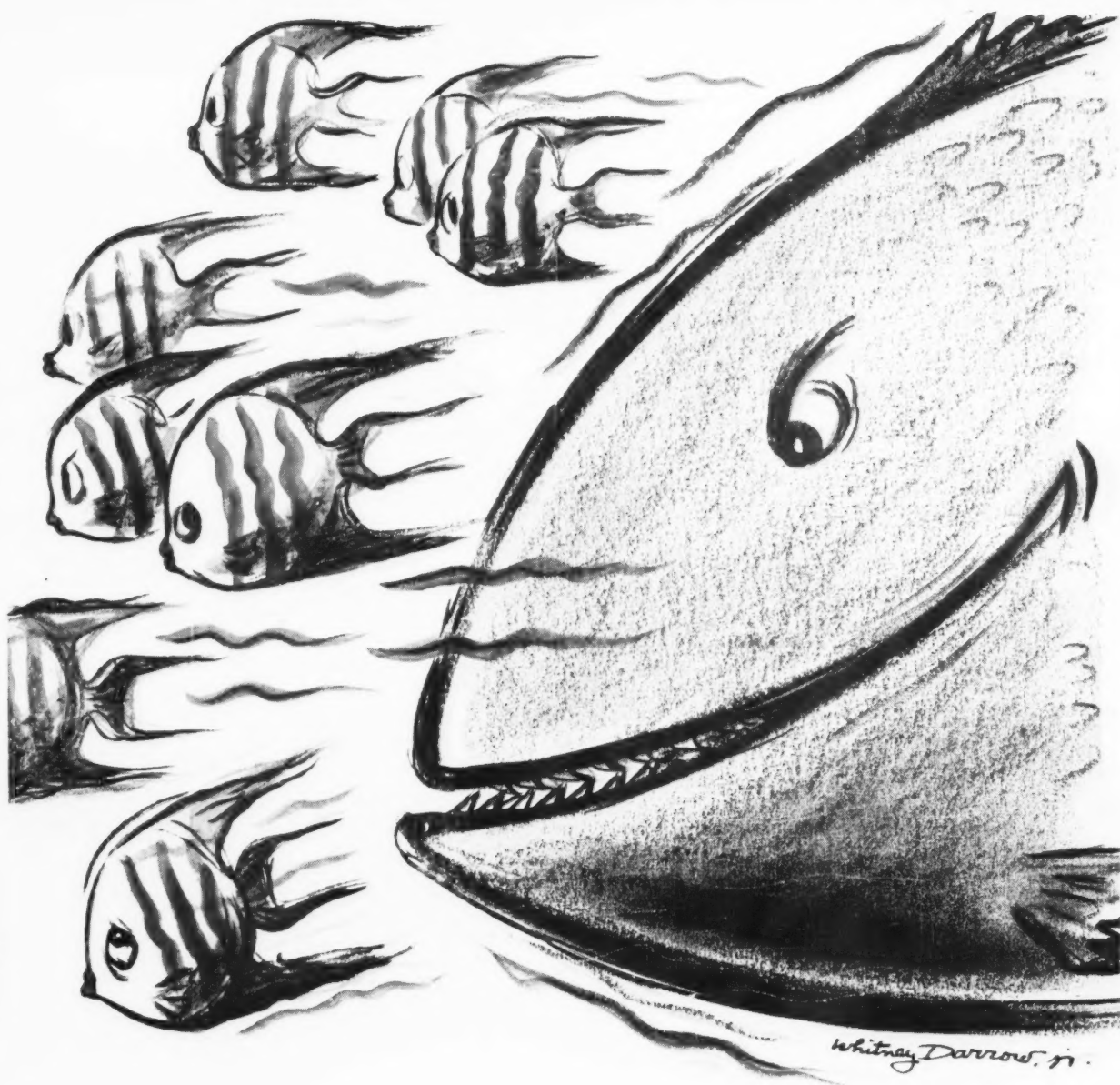
- Sliding-door cabinets, designed for tight locations, made by Precision Equipment Company, 3716 North Milwaukee Avenue, Chicago 41. One built-in and two adjustable shelves. Price: \$39.95 F.O.B. Chicago factory

- Two new sizes supplement regular 14-inch office paper cutter made by Michael Lith, Inc., 145 West 45 Street, New York 36. Smaller size—8½ inches; large size—20½ inches.

- "Ejectomatic" Lead Dispenser for drawing leads, made by Koh-I-Noor Pencil Company, Bloomsbury, New Jersey. Transparent case holds 12 leads; no touching of lead during insertion.

- Collator bin assembly, for sheet sizes up to 17 by 22 inches, made by Thomas Collators, Inc., Department M, 50 Church Street, New York 7. Optional for both electric and manual Thomas collators. Bin capacity 70 per cent greater.

- Tablet armchair in 15- and 17-inch sizes, made by The Brunswick-Balke-Collender Company, 623 South Wabash, Chicago 5. Increased leg spread for stability; book rack on side; adjustable tablet arm.



The fastest moving schools use Royals

No use trying to wiggle out of it. Students move faster with Royal Typewriters.

They're easier to teach with . . . easier to learn on. Royal baits them with so many handy features. Like the famous *Magic® Margin* . . . and the light-as-air touch. To say nothing about Royal's *Touch Control®* and the many helpful teaching aids.

Schoolboards, too, like the net effect of Royals.

They stand up to rugged classroom pounding. Take less time out for repairs.

From every angle, Royals save a whale of a lot of classroom time and money. Undoubtedly the reason why more schools use Royal Typewriters today than any other make. Sound alluring? Why not call your Royal Representative for a classroom demonstration right away?

ROYAL[®] *standard • electric • portable*
Roytype[®] business supplies

World's Largest Manufacturer of Typewriters—Royal Typewriter Company, Division of Royal McBee Corporation

Marietta

"LEADING MANUFACTURER OF
PRE-CAST CONCRETE PRODUCTS"



INDUSTRY

FARM

HOME

"Nationals save us 123% a year on our investment"

—MARIETTA CONCRETE CORPORATION, Marietta, O.

"National Accounting Machines satisfy our every accounting need — accounts receivable and payable, cost and sales analysis, payroll, and general ledger. They maintain the timing required for record control at our five widely-separated manufacturing locations.

"Because of the nature of our business, our volume of detailed accounting work is less than required by most concerns which are leaders in their field. Yet, Nationals

save us \$12,100 a year on our original investment of \$9,830, or \$1.23 on every dollar invested.

"National's versatility permits convenient shifting from one job to another. Operator training is simple. And the automatic operations produce more work with far less effort."

F. L. Christy President

THE NATIONAL CASH REGISTER COMPANY, DAYTON 9, OHIO
989 OFFICES IN 94 COUNTRIES

In your business, too, Nationals will pay for themselves with the money they save, then continue savings as profit. Your nearby National man will gladly show you how. (See the yellow pages of your phone book, or write us at Dayton 9, Ohio.)

*TRADE MARK REG. U. S. PAT. OFF.

National
ACCOUNTING MACHINES

ADDING MACHINES • CASH REGISTERS